1974-1975
University of Massachusetts at Boston

BULLETIN

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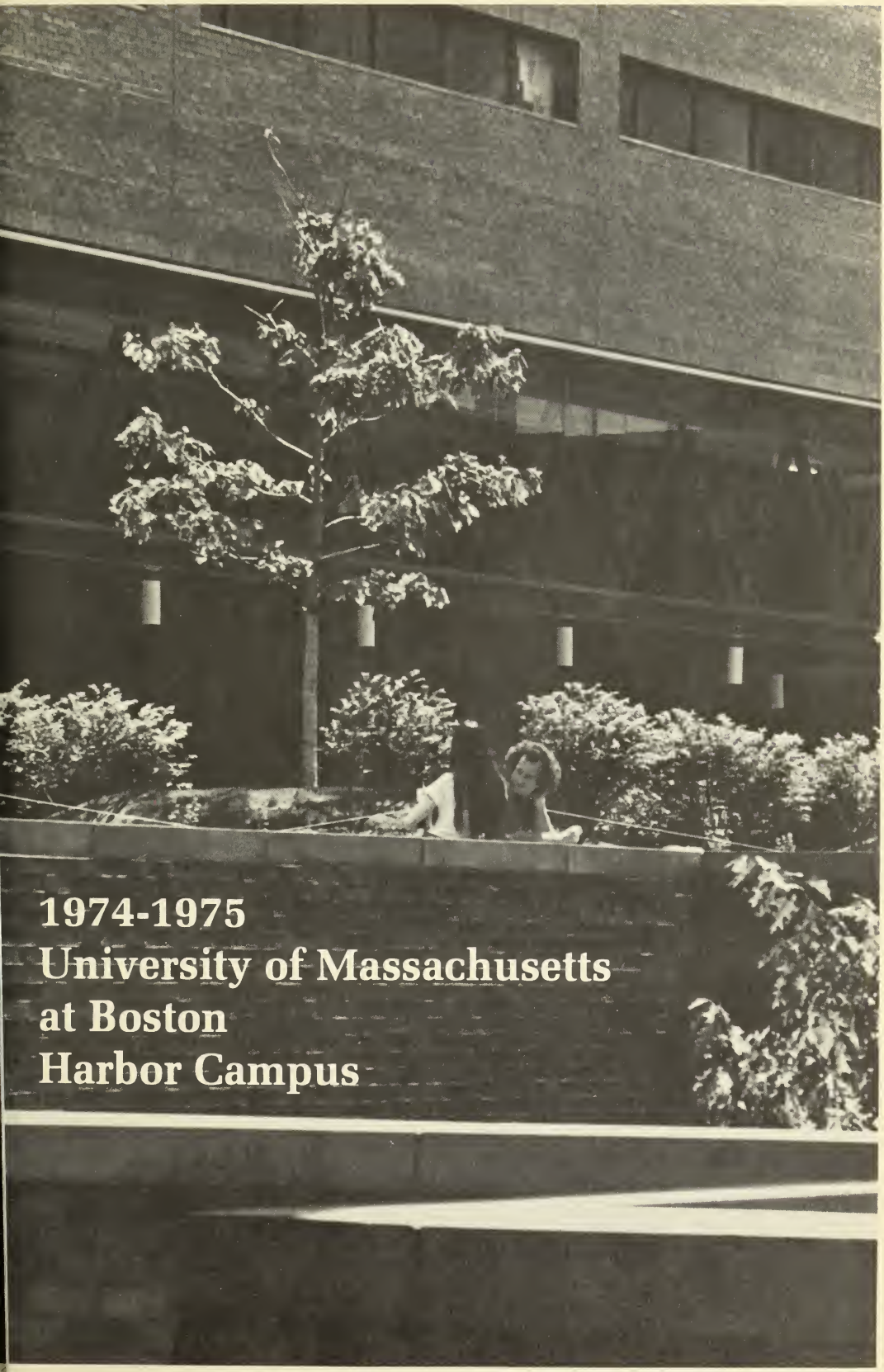

1974-1975
University of Massachusetts at Boston Harbor Campus

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Academic Calendar 1974-1975

First Semester

August 26 - 30	Monday - Friday	Freshman Orientation
September 3	Tuesday	First Day of Classes
October 14	Monday	Holiday
October 25	Friday	Mid-Semester
October 28	Monday	Holiday
October 29	Tuesday	Monday Schedule
November 27	Wednesday	Thanksgiving Recess after Last Class
December 2	Monday	Classes Resume
Nov. 18 - Dec. 4	Monday - Wednesday	Advance Registration
December 6	Friday	Last Day of Classes
December 9 - 12	Monday - Thursday	Reading Period
December 13-20	Friday - Friday	Examination Period

Second Semester

January 13	Monday	First Day of Classes
February 17	Monday	Holiday
February 28	Friday	Mid-Semester
Mar. 22 - Mar. 30	Saturday - Sunday	Vacation
April 7 - 18	Monday - Friday	Advance Registration
April 21	Monday	Holiday
April 22	Tuesday	Monday Schedule
April 25	Friday	Last Day of Classes
April 28 - May 2	Monday - Friday	Reading Period
May 5 - May 13	Monday - Tuesday	Examination Period
May 29	Thursday	Commencement

Message from the Chancellor

Today American higher education faces its hardest task in the urban centers and in terms of what it will do for those who so far have not had an opportunity for a college education. At UMass-Boston, we face squarely both these issues. We are in the midst of an urban center and we are by mandate the people's university.

It is in the context that I intend to make UMass-Boston a determining experience in the life of the students from Boston and from the Commonwealth who sincerely seek an education.

A university's fundamental function is the search for truth and knowledge, their preservation and dissemination. This truth and this knowledge that we discover must be brought out in the sunlight for all to see in a market-place of ideas where each individual must make his own judgments and choices.

I hope that each student's stay at UMass-Boston will be an exciting adventure in this process of search and decision. It is our responsibility to sustain the students in their efforts by providing them with the best possible education that can be achieved within our resources and our abilities. This year we are moving into a new campus, into first-rate educational facilities that the Commonwealth has provided for us. We move into a new community and there we must be a positive force, a good influence, a creative experience for all concerned. I pledge my every effort to these ends.

Carlo L. Golino

Foreword

The University of Massachusetts at Boston is a young urban university founded in 1965 to provide high quality educational opportunities and services at low cost to the people of Greater Boston, particularly for low and moderate income residents. The University has centered its efforts in high quality liberal arts and pre-professional education at the undergraduate level. It has begun modest Master's programs in Mathematics, English, Chemistry, History and Biology. The student body is enrolled in the liberal arts Colleges I and II, and in 1973 the first class in the College of Public and Community Service was accepted. The College of Professional Studies will open in September, 1975. In each of the colleges a good faculty-student ratio has been kept to perform the perennial tasks of Western universities: to preserve and transmit what is known, to inquire into what is unknown, and to educate a new generation for its own inquiries into the known and unknown.

In seeking to graduate liberally educated men and women, the colleges encourage their students to seek mastery over language and to gain insight into the culture that languages express; to probe the value of formal thought; to learn more about animate and inanimate nature; to become more aware of the methods and results of disciplines that investigate man, his institutions, his culture, and his physical world; to test man's aspirations against his experience.

In addition to complete offerings in the arts and sciences, the campus offers a Teacher Certification Program that meets the state's standards, and a concentration in Afro-American Studies, Religious Studies, Urban Affairs, and Women's Studies.

The Dean, faculty, and students of each of the colleges will be developing the distinctive character of the school, especially in matters of curricula. Other colleges will be developed, bringing new programs into the curricula; ultimately five colleges are planned. While it is expected that the college to which a student has been assigned will ultimately become the source of most of his social and educational experiences, various course offerings in the individual colleges may be open to all students of the University. In studying the offerings in this catalogue, you should keep in mind that it is not just the particular college but the University that offers you such a rich curriculum.

This University is a place of change, with major involvement by students and faculty in its governance.

The University is located at its new and exciting campus by the sea in Dorchester. The University also maintains its downtown Boston campus in the Park Square area at 100 Arlington Street.

At the Dorchester campus is a complex of six buildings: the two liberal arts colleges, the central library, the science center, administration and service buildings. Future buildings will include a recreation-sports center, a multi-purpose academic and student activities building, and the future college of the University.

The new campus of 100 acres is bordered by Dorchester Bay and the Columbia Point Housing Project and is some three miles from the downtown campus. It is near the Columbia MBTA station.

The College of Public and Community Service is located at the 100 Arlington Street site, and will remain at this location until its new facility is constructed in Dorchester. It will have all the collegiate amenities that students will have at the new campus. Transportation facilities include the Arlington Street MBTA station, two bus terminals and the Back Bay railroad station.

The University of Massachusetts at Boston is part of the state-wide university system which includes the university campus at Amherst and the Medical School in Worcester. Each unit of the system abides by the policy that acceptance of students is based without regard to race, color, creed, sex, or national origin.

General Information

Major Degree Programs Available:

Anthropology	German	Physics
Art	Greek	Politics
Biology	History	Psychology
Chemistry	Italian	Russian
Classics	Latin	Sociology
Economics	Mathematics	Spanish
English	Music	Theatre Arts
French	Philosophy	

Programs are also available in Afro-American Studies, Religious Studies, Urban Social Services, Women's Studies and Teacher Certification for the elementary and secondary schools. Advisors are available to those wishing to pursue Pre-Law, Pre-Medical, Pre-Dental, Pre-Engineering, or Pre-Veterinary programs.

Library

The University Library holds a book collection numbering approximately 225,000 volumes, and currently receives more than 2500 domestic and foreign journals and newspapers. It also has a growing collection of government documents, and a fine art and music library with listening carrels. A Science Library is located on two floors within the Science Building, and contains the collections in biology, chemistry, mathematics and physics. There is also a small, specifically designed collection for the students and faculty of College III in the library on the mezzanine at 100 Arlington Street.

The main library is centrally located on the plaza, and easily accessible from the bridge which connects all the buildings on campus. Its physical arrangements include comfortable study environments of several descriptions: carrells, tables, and a few small rooms in which a group of students may study together. Its Public Catalog holds a record for every book in all the university libraries. The resources of the three libraries work together to support the teaching programs of the university at every level.

Audio-Visual Center

UMB Media Services provide a full range of audio-visual equipment and consultation for instructional and other university related purposes. This equipment is located in each of the colleges in areas designated as Media Labs. The College Media Labs are designed to provide "hands-on" access to display and mini-production audio, video and mixed — media equipment on a university wide scheduled basis. In addition, adjoining college language laboratories are available for use in conjunction with foreign language courses. The tapes used in laboratory sessions are closely correlated with classroom studies and many are produced within the University Media Center.

The UMB Media Center, located in the University Library is a sophisticated media production facility. The center is equipped with a color T.V. studio with computer editing capability; a multi-track audio studio; and

associated graphic production space. The Media Center is designed to produce high quality software for use within the University and for outside educational and community distribution. In addition, the Media Center, in collaboration with individual academic departments and activity centers, offers media related courses and workshops through its staff and other production resources.

Bookstore

Located in the Administration Building, the Bookstore carries all textbooks required for courses plus a complete line of art and school supplies, and gift items. Also carried is a selection of paperbacks. Special orders can be made for almost any other book in print.

Bookstore hours are 9 a.m. to 5:00 p.m., Monday-Friday, when school is in session.

Admissions

APPLICATIONS

Applications for admission may be obtained from the Admissions Office, University of Massachusetts/Boston, Massachusetts 02125. Out-of-state and foreign applicants should return their completed forms before February 1 for September admission and October 1 for January admission. In-state freshman applications should be returned by March 1 for September admission and by November 1 for January admission, transfer applications by April 1 for September and November 1 for January. No application fee is required.

Applicants are invited to visit the campus where group meetings are held Tuesdays, Wednesdays and Thursdays at 3:30 p.m. This is an appropriate time to tour the campus and ask questions. An applicant should be assured, however, that if he is unable to visit Boston his application will be in no way disadvantaged.

A personal conference may be scheduled if the University deems it necessary or if the candidate or his guidance counselor has a question that cannot readily be resolved otherwise.

TESTING PROCEDURE

All applicants must take the Scholastic Aptitude Test given by the College Entrance Examination Board. The University also recommends three College Board Achievement Tests, including English Composition and a language. All College Board Test reports must be sent directly to the Admissions Office, University of Massachusetts at Boston, Boston, Massachusetts 02125, from the College Board Testing Center. The applicant himself must notify the Board that he wishes his scores sent to this University. Applicants who have been out of school for more than two years should take the Scholastic Aptitude Tests again.

FOREIGN AND OUT-OF-STATE STUDENTS

Since the University of Massachusetts at Boston has a five percent limit on out-of-state and foreign students, the competition among these candidates is always extremely keen.

All foreign students whose schooling has been in English are required to submit results of Scholastic Aptitude Tests. Students whose native language is not English must submit results of the Test of English as a Foreign Language. Information regarding test centers and dates for both the SAT and the TOEFL can be obtained from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

As a state university, the University of Massachsuetts at Boston is able to offer only limited financial aid to foreign students.* Therefore, foreign students should make certain that they can meet all expenses before applying for admission.

HIGH SCHOOL PREPARATION

The subjects of preparatory study recommended for admission call for the satisfactory completion of a four-year high school course or its equivalent and are stated in terms of units. A unit is the equivalent of at least four recitations a week for a school year. High school graduation alone is not sufficient. The applicant's record must indicate capacity for handling the quality of scholastic work which the University has established as its standard of achievement. Sixteen units of secondary school work must be offered, selected according to the following recommendations:

College Preparatory Mathematics	3**
English	4
Foreign Language (2 years of 1 language)	2
U.S. History	1
Laboratory Science	1

The remaining units are elective and may be selected from the following subject matter:

a. Mathematics
b. Science
c. Foreign Language
d. History and Social Studies
e. Free electives (not more than four units)

Free elective subjects are those not included in groups and, as for example: music, art, drawing, typewriting, aeronautics, agriculture, home economics, etc. Such free electives are allowed in order that the student who wishes may have some opportunity to elect other high school offerings, while at the same time covering the fundamental requirements for college work.

Students planning to major in the physical sciences and mathematics should, if possible, offer two years of algebra, one of plane geometry, and one-half year of trigonometry. Preparation in analytical or solid geometry, chemistry, physics, and introductory calculus is also strongly recommended.

Candidates of exceptional ability and promise may be considered for admission even though some of the prescribed courses are not included in their high school records. Candidates who are deficient in one or more subjects required for admission to the University must present records which are otherwise strong.

*Six tuition waivers are available annually for academically superior students.

**Preferably two years of Algebra and one of Plane Geometry.

Some of the programs offered at the University will serve students through nontraditional programs and courses, and in these programs the experiences and background of the applicant will be evaluated in addition to, or instead of, the traditional academic preparation.

EQUIVALENCY DIPLOMA

In some cases the Massachusetts High School Equivalency Diphoma may be substituted for the usual high school program. It is suggested that the persons with an equivalency diploma arrange for a personal interview with a member of the admissions staff to discuss their goals and possible plans for meeting these goals.

ACKNOWLEDGEMENT AND NOTIFICATION

In most cases applicants will be notified by letter during April of the action taken on their applications for September and during December for January. Applicants who present strong academic records, enthusiastic school recommendations, and satisfactory College Board scores will receive earlier notification. This early notification should reassure the well-qualified applicant regarding college entrance and enable the student who has selected the University as his choice of college to settle his plans. Freshman applicants accepted at an early date, however, are under no pressure to make a final decision in regard to their choice of college before the Candidate's Reply Date of May 4. In this way the burden of multiple applications on high school guidance counselors and college admissions officers may be lessened.

ADVANCED PLACEMENT

Students whose scores on Advanced Placement examinations meet standards determined by the University shall be regarded as meeting the equivalent University requirements. The College Entrance Examination Board Advanced Placement examinations or special examinations given by the University will determine advanced placement.

TRANSFER STUDENTS

A limited number of transfers from approved colleges may be admitted. Since applicants for transfer exceed the number that can be accepted, they are placed on a competitive basis. Evaluations will be based upon high school and college records and on the College Board Scholastic Aptitude Tests, which are required of all transfers. Any student who has been previously enrolled in a college is considered a transfer and must file a transfer application form. Applicants for transfer should write to the Admissions Office for a transfer application.

Any course taken at an accredited institution which is comparable in substance to a course offered at the University of Massachusetts at Boston, and in which the grade is C or better, will transfer and be applied, wherever possible, to the graduation requirements.

High school and all college transcripts plus results of Scholastic Aptitude Tests must be sent to the Admissions Office. Transfer application forms signed by the registrar of the last college attended must be submitted by November 1 for the spring semester and by April 1 for the fall semester.

All transfer students who are candidates for a Bachelor's Degree must

take at least 45 semester credits in residence as well as fulfill all University requirements for graduation.

Community College Transfers

As a part of the Massachusetts system of higher education, the University recognizes its kinship with the regional Community Colleges and therefore guarantees that the student who has completed the Community College transfer program, who is fully qualified, and has the recommendation and required cumulative average of the Community College, will be accepted for transfer into the four-year program. Appropriate courses given at the Community College will be fully accepted for transfer credit and applied to core curriculum requirements where possible.

PART-TIME STUDENTS

The University of Massachusetts at Boston admits a number of part-time students in each semester. Part-time students may be either degree-seeking or non-matriculated. Because of the often nontraditional backgrounds and experiences of part-time students, a personal interview may become an important part of the evaluation and is thus required of all applicants for part-time study.

Special Admissions

The Special Admissions Program at the University of Massachusetts at Boston seeks to attract students (from minority groups, i.e. Black, Puerto Rican) who because of their race, age, low-income status lack some of the conventional academic standards necessary for regular admission. The lack of some of the conventional academic standards by these students are supplemented by the high motivation and aggressiveness in wanting to attend school. Students accepted through Special Admissions will be assigned to either College I or II the same as regular students. The students accepted for the fall semester are required to participate in and complete a summer writing skills program.

To apply for Special Admissions, the candidate must submit all of the following materials no later than *May 1, 1975* for September '75 consideration: (1) the completed application form, (2) a high school transcript, (3) transcripts from any colleges attended, (4) two recommendations forms and (5) an autobiography of at least 3 pages.

After completion of the application, an interview should be arranged. The purpose of the interview is to give the counselor some idea of the applicant's interests, his hopes for the future, and his past experiences in an effort to help both the counselor and the student decide whether or not the application to the University makes sense.

Students must complete their folders no later than May 1, 1975 to assure September consideration.

Visits to the Special Admissions office will be arranged on an appointment basis. For application materials write to Director of Special Admissions, University of Massachusetts at Boston, Boston, Massachusetts 02125 or call 287-1900 ext. 2174.

College Preparatory Program

The Pre-Freshman Programs provide opportunities for students of varied backgrounds to prepare for admission and ultimately enter the University as regularly enrolled freshmen. The students often do not possess the typical college preparatory training or orientation and therefore require some special work prior to enrollment. These programs are available without charge to students who qualify.

The College Preparatory Program works with low-income high school students with inadequate academic backgrounds to prepare them for admission to the University. Ordinarily students enter the program during their sophomore or junior year of high school. Financial eligibility is set by the guidelines of Upward Bound, which provides most of the funds for the program. In general, students are accepted who show strong motivation and academic promise but have performed unevenly or have been enrolled in business or trade curricula in high school. Students attend a six-week residential summer session in Amherst, Mass. During the winter evening classes are offered at the University to supplement the student's normal high school curriculum. Upon successful completion of their work in the program, students are accepted for admission to the University of Massachusetts at Boston. Applications can be obtained from the College Preparatory Program.

The Veterans Educational Training Program works with recent veterans of the armed services who do not have the traditional college preparatory background but who are considered good candidates for college admission. The program offers full-time preparatory courses concentrating on basic math and English skills, personal counseling, and orientation to college study. Qualified students may be enrolled in up to two regular university courses with tutorial assistance provided by the program. Successful completion of the program leads to regular enrollment as a freshman. Participants are eligible for V.A. benefits while enrolled in the program. Applications may be obtained from the VET Program or the University Admissions Office.

The University Studies Program for High School Students is intended to give college-bound students who are academically prepared to do so an opportunity to go beyond their high school curriculum in some area of study. Each student will enroll in one class at the University as an auditor, with the option of petitioning for credit should he subsequently matriculate here. Each student's work will be graded and evaluated as if he were a regular university student. The office of the Director of Pre-Freshman Programs will maintain communication with each student's instructor regarding his performance and will report his progress to his high school after mid-term examinations and at the end of the course.

Students will be required to show during the application procedure that they have the necessary academic skills to succeed in the course they intend to take. They will also need to show that their schedule will permit adequate study time to complete the work in the course they will be taking. Admission to any particular course is conditional upon the availability of space in that course. Since the university has classes in the late afternoon, students

may choose to enroll either through the Flexible Campus plan in their high school, or outside of their normal high school curriculum. Although outstanding work done in a university course may be weighed with other factors in determining a student's appropriateness for admission to the university, admission to the University Studies Program does not guarantee nor imply admission to the university itself, application for which should be made directly through the Admissions Office. Applications for the University Studies Program may be obtained from the University Admissions Office, your high school guidance counselor, or the office of Pre-Freshman Programs.

Classification of Students

I. DEGREE STUDENTS

Full-Time Students: All students carrying 3 courses or 12 or more credits are accepted as degree candidates and assigned to a graduating class.

Non-Classified Degree Students: Students who are admitted to degree status on the same basis as full-time students, but with the expectation of only part-time pursuit of the degree are considered Non-Classified Students. They are given a classification of "NC". For their initial enrollment they are classified as Freshmen or Transfers by the Admissions Office. They are assigned to an adviser for appropriate counseling and advance registration advising.

II. NON DEGREE STUDENTS

Special Students: A transient student accepted for courses on a non-continuing basis is assigned to this category. Class designation is "SP".

Tuition, Fees and Expenses

These rules and regulations shall apply to the classification of students at the University of Massachusetts as Massachusetts or non-Massachusetts students for tuition purposes.

Section 1. Definitions

(1) ACADEMIC PERIOD — A term or semester in an academic year or a summer session, as prescribed by the Board of Trustees or under their authority.

(2) CONTINUOUS ATTENDANCE — Enrollment at the University for the normal academic year in each calendar year, or the appropriate portion or portions of such academic year as prescribed by the Board of Trustees or under their authority.

(3) DOMICILE — A person's true, fixed and permanent home and place of habitation, where he intends to remain permanently or for an indefinite time.

(4) EMANCIPATED PERSON — A person (a) who has attained the age of 18 years, or (b) if under 18 years of age, whose parents have entirely surrendered the right to the care, custody and earnings of such person and who no longer are under any legal obligation to support or maintain such person, or

(c) a person who has no parent. If none of the aforesaid definitions apply, said person shall be deemed an "unemancipated person."

(5) HIS — Shall apply to the female as well as the male gender.

(6) PARENT — With respect to a person (in the case of an adopted person, inserting the adjective "adoptive" before the words "father" and "mother" wherever used):

(a) the person's father;
(b) if the person's father dies, either the legal guardian or if no legal guardian is appointed, the person's mother;
(c) if neither the father nor mother is living and no legal guardian is appointed, the person who then stands *in loco parentis* to the person;
(d) if the father and mother are divorced, the person to whom legal custody of the person is awarded;
(e) if the father and mother are divorced, separated or unmarried and legal custody has not been awarded, the father or the mother, as the case may be, with whom the person lives or, if he lives with neither and the father is living, the father.

(7) RESIDENCE — A place of habitation.

Section 2. Rules for Determination of Domicile

(1) Domicile is not acquired by mere physical presence in Massachusetts while the person is carrying on a course of study at the University or while the person is engaged in employment for a specified term unless Massachusetts is otherwise the domicile of the person.

(2) Domicile at birth may be changed thereafter, by action of the parent in the case of an unemancipated person or by action of the person himself in the case of an emancipated person.

(3) A person claiming Massachusetts as his domicile shall furnish evidence to support such claim. The burden of proof in all cases is upon the person making the claim. The following shall be of probative value, although not necessarily conclusive, in support of a claim of domicile within Massachusetts:

(a) Birth certificate;
(b) Motor vehicle registration and/or operator's license;
(c) Voting or registration for voting;
(d) Certified copies of Federal and State Income Tax returns;
(e) Property ownership;
(f) Continuous physical presence in Massachusetts during periods when not enrolled as a student;
(g) Permanent employment in a position not normally filled by a student;
(h) Reliance on Massachusetts sources for financial support;
(i) Former domicile in Massachusetts and maintenance of significant connections therein while absent;
(j) Domicile of parent within Massachusetts.

Evidence submitted in support of an assertion of domicile or of parental relationship shall be in such form as the Treasurer of the University or his designee may require. Copies of official records or documents shall be

authenticated by a proper officer. Assertions of fact made other than by an authenticated copy of an official record shall be certified as to accuracy and completeness by the person submitting the same.

Section 3. Proof of Parental Relationship

A person asserting that he is an emancipated person shall furnish evidence to support such assertion. Such evidence may include:

(a) Birth certificate or any other legal document that shows place and date of birth;
(b) Legal guardianship papers — court appointment and termination must be submitted;
(c) Statements of the person, his parent(s), guardian(s), or others certifying no financial support;
(d) Certified copies of Federal and State Income Tax returns filed by the person and his parent(s);
(e) Where none of the foregoing can be provided, an affidavit of the emancipated person in explanation thereof and stating fully the grounds supporting the claim of emancipation.

Section 4. Rules for Classification

(1) Every emancipated person applying for admission to the University who has maintained a residence in Massachusetts for a period of not less than one continuous calendar year next preceding the date of his application and has established a domicile in Massachusetts shall be eligible for classification as a Massachusetts student for tuition purposes.

(2) Every unemancipated person applying for admission to the University, whose parent has maintained a residence in Massachusetts for a period of not less than one continuous calendar year next preceding the date of application and has established a domicile in Massachusetts, shall be eligible for classification as a Massachusetts student for tuition purposes.

(3) Every emancipated person seeking a change in classification who has maintained a residence in Massachusetts for a period of not less than one continuous calendar year next preceding the beginning date of the academic period for which he registers and has established a domicile in Massachusetts shall be eligible for classification as a Massachusetts student for tuition purposes for such academic period.

(4) Every unemancipated person seeking a change in classification, whose parent has maintained a residence in Massachusetts for a period of not less than one continuous calendar year next preceding the beginning date of the academic period for which the person registers and has established a domicile in Massachusetts, shall be eligible for classification as a Massachusetts student for tuition purposes for such academic period.

(5) A person having his domicile elsewhere than in Massachusetts shall not be eligible for classification as a Massachusetts student for tuition purposes except as herein provided.

(6) Any person who is registered at the University as a Massachusetts student shall be eligible for continued classification as a Massachusetts student for tuition purposes (until attainment of the degree for which he is then enrolled) during continuous attendance at such institution.

(7) A member of the Armed Forces of the United States and his spouse and unemancipated children shall, while he is on active duty and stationed in the Commonwealth of Massachusetts, be eligible for classification as Massachusetts students for tuition purposes.

Section 5. Change in Classification

No application for change to classification as a Massachusetts student for tuition purposes submitted later than the first day of classes shall affect a classification during the then current academic period.

Section 6. Penalty for Misrepresentations

Misrepresentation in or omission from any evidence submitted of any fact which if correctly or completely stated would be grounds to deny classification as a Massachusetts student for tuition purposes shall be cause for exclusion or expulsion from or other disciplinary action by the University.

Section 7. Appeals

Appeal from a determination denying classification as a Massachusetts student shall be initiated by filing a written request with the Treasurer of the University or his designee specifying the particular grounds for said request.

Section 8. Miscellaneous

Nothing contained herein shall be construed as limiting or prohibiting the authority of the Board of Trustees to waive or reduce tuition charges.

EXPENSES

Full Time Students

Normally expenses vary from approximately $500 to $600 per year for full-time students. The following estimate of a year's expenses for full-time students includes only those items which are strictly college-related. Tuition for Massachusetts students is $300* per year and for others $1,100.

Tuition	$300*
Student Activities Fee	30
Health Services Fee	28
Student Medical/Surgical Ins. (12 mos. coverage optional)	30
Eastern Mass. Public Interest Research Group (optional)	4
Books, stationery, laboratory and other supplies (estimate)	200
	$592

No provision is made for room and board expenses as the University of Massachusetts at Boston is non-residential.

Part Time Students

Students classified as NC, PG, or SP are part-time students and will be billed by the credit after the add/drop period at the following rate:

	Massachusetts Students	All Others
Tuition per credit	15	55

Students classified as GM are part-time graduate students who are billed by the credit at the following rate

*Subject to change

	Massachusetts Students	All Others
Tuition per credit	22.50	45

All part-time students are billed at a reduced Student Activities Fee of $10.00 and the optional $2.00 Eastern Mass PIRG charge.

INITIAL PAYMENT FOR FRESHMEN

The initial payment for first semester expenses required of freshmen and transfer students prior to fall registration, and other expenses reasonably expected, are indicated below:

	Massachusetts Students	All Others
Tuition	$150*	$550
Less Credit for Matriculation Fee (Non-Refundable)	(15)	(15)
Net Tuition	135	535
Student Activities Fee	15	15
Health Services Fee	14	14
Student Medical/Surgical Ins. 12 months' coverage (optional)	30	30
EMPIRG (optional)	2	2
Orientation Fee (paid upon acceptance) (Non-Refundable)	15	15
Total of first semester student Fee Bill	$211	$611
Books, stationery, laboratory and other supplies (estimate)	100	100
Total	$311	$711

The figures for books, stationery, etc., are approximate; they vary depending upon courses chosen and individual needs. Students should be prepared to pay cash for books and incidental supplies. Certain departments make special charges for necessary laboratory supplies. A bill will be rendered to the parent of each student or to the student directly prior to the beginning of the semester.

STUDENT ACTIVITIES FEE

This is a mandatory fee set by the Board of Trustees. It is used to support programs and activities beneficial to students, such as the recognized student organizations and the University Cultural Events Committee.

*Subject to change

STUDENT HEALTH FEE

This is a mandatory fee for all full-time students set by the Board of Trustees used to support the University Health Services and its programs.

MEDICAL/SURGICAL INSURANCE

An optional plan providing hospital, medical, and surgical care on a twelve-month basis for injuries or illness during the school year, holidays, and summer vacation. Students who register for the Fall semester have only one opportunity to enter this program each year, at the time of payment of the Fall semester bill. It is also offered on the Spring semester bill for new Spring registrants only. Dependents of married students are not covered under this plan. Coverage for dependents is available at additional cost. Inquire at the University Health Services.

PAYMENT DUE DATES

In accordance with University policy all charges for tuition and fees are due and payable approximately 21 days prior to the date of registration of each semester. Bills will be rendered in advance with due date shown and should be returned with the proper payment to the Bursar's Office, University of Massachusetts at Boston, Boston, Massachusetts 02125. Students may not register until all University charges are paid or otherwise accounted for. If scholarship students do not wish to pay the optional fees, they must notify the Bursar's Office when clearing their bill.

SCHOLARSHIP PAYMENTS

It is the responsibility of all scholarship holders to see that the University is adequately notified prior to the time fee fills are prepared. Known scholarships are shown on the fee bills. If such items are not shown, deductions may not be made from the bill until satisfactory evidence has been presented to the Bursar of the University by the donor.

LATE PAYMENT

Any student who does not make payment of his semester charged by the date specified may be required to pay a late payment fee of $5.

TUITION AND FEE REFUNDS

A student who leaves the University for any reason, except as specified below, before a semester is completed will be granted a *pro rata* refund of tuition and fees. Upon completion of a withdrawal form from the Dean's Office of their respective college a student who makes an advance payment and then for any reason does not attend any part of the next semester or term at the University will be given a full refund of tuition and fees. The $15 admission (maltriculation) payment and the $15 orientation payment required of new students are not refundable. A student called into military service before completion of a semester will be given a *pro rata* refund of tuition and fees provided that he receives no academic credit for the work of that semester. If academic credit is given, there will be no refund. A student who is suspended or expelled from the University for disciplinary reasons forfeits all rights to a refund.

REFUND SCHEDULE

Regular Term

a. Within the first two weeks from the beginning of semester or term (Registration Day) 80%
b. During the third week 60
c. During the fourth week 40
d. During the fifth week 20
e. After the fifth week . . . . . no refund

Refunds are based upon the withdrawal date established by the Registrar.

Veterans

Any veteran whose service is credited to the Commonwealth of Massachusetts (i.e., entered the service in Massachusetts), and who has served 180 days active duty since February 1955, is eligible to attend the University tuition free. Instructions relative to the procedure to obtain this tuition waiver are available at the Registrar's Office. This tuition waiver covers a period of four years but must be renewed each year. Summer school attendance must have a renewal of the tuition waiver but is not charged as a renewal if the courses taken in summer school are required for a degree.

Information concerning veterans status and payments under Federal and State laws is available at the Registrar's Office.

Certificates of eligibility for schooling are issued by the Veterans Administration upon application by the veteran. Upon receipt of the certificate of eligibility, the veteran should deliver it to the Registrar's Office for processing.

Responsibility for any change in status rests with the veteran. Any change in a veteran's status while attending the University in relation to semester hour credits, marriage, dependents or withdrawal should be reported immediately to the Registrar's Office.

VETERAN'S EDUCATIONAL TRAINING PROGRAM

Veterans who feel that they need to improve their skills before entering the University on a full-time basis may apply for admission to the VET Program. Funded by the U.S. Office of Education, this program offers classes and counseling which help the veteran make a smooth transition between military life or long absence from formal schooling to the life of a student. Courses are offered in English composition, mathematics, literature and social sciences on a non-credit basis. However, students in the program may substitute up to two credit courses in the University for two non-credit courses. In addition, they may receive vocational, educational and personal counseling.

Many VET Students participate in the program and apply for admission to the University without the traditional requirements for admission. The State Department of Education recognizes students in the program as eligible for GI Benefits.

Financial Aid

Financial aid at the University of Massachusetts at Boston is awarded to those students who cannot provide the full cost of their college education through their own and their families' reasonable efforts. The term "financial aid" is used to include scholarships, grants, long-term loans and part-time employment.

Applications for financial aid should be filed at the same time as the application for admission. The filing of an application for financial aid will have no influence on the decision for admission.

All awards are made on an academic year basis only. A student must apply each year for any type of aid for the following year.

MASSACHUSETTS STATE SCHOLARSHIPS

The Board of Higher Education awards scholarships to students who attend the University of Massachusetts at Boston. All students who apply for aid to the University should also apply for a Massachusetts State Scholarship. Applications are available at secondary school guidance offices or at the Board of Higher Education Scholarship Office, 182 Tremont Street, Boston 02111. The application deadline is December 15, 1974 and Parents' Confidential Statements should be filed with College Scholarship Service by December 1, 1974.

UNIVERSITY SCHOLARSHIPS

University Scholarships are available for residents of Massachusetts. Only those students in the top 10-25 percent of their class with above average performance on the College Entrance Examination and financial need will be considered for scholarships.

I.B.T.W. SCHOLARSHIPS

I.B.T.W., Local No. 1 Scholarships are tuition scholarships for sons and daughters of former members of Local No. 1 of the International Brotherhood of Telephone Workers. Half of the awards will be made to freshman applicants. Further information and special applications should be requested from the Financial Aid Office.

(At time of publication the future of the following federal programs is uncertain. For current information contact the Financial Aid Office)

BASIC EDUCATIONAL OPPORTUNITY GRANT

The Basic Educational Opportunity Grant Program (BEOG) is a new federal financial aid program. The maximum award under this program is $1400 minus the amount you and your family are expected to contribute to the cost of your education. This award may be reduced further depending on the funds available and/or the cost of attending college since the BEOG cannot exceed one-half the cost of education. (In 1973-74 awards ranged from $52 to $452).

All students should apply for this form of financial aid. Applications and information will be available in high schools, post offices, and state employment offices. Applications are sent directly to American College Testing — BEOG, Box G, Iowa City, 52240. Applications for 1974 - 75 should be available after February 1, 1974.

SUPPLEMENTAL EDUCATION OPPORTUNITY GRANTS

Education Opportunity Grants are gift awards given to academically promising students in accordance with special requirements set by the Higher Education Act of 1965. These grants are designed especially for students of exceptional financial need.

LOANS

The major sources for loans are the National Direct Student Loan Fund and Federally-supported State Guaranteed Loan Programs.

a. National Direct Student Loans are available through Federal funds received by the University. Federal legislation permits students needing money to borrow up to $1,000 per year for five years. The actual amount of the loan is determined by the student's needs and by the amount of Federal funds made available to the University. No interest is charged on loans until repayment begins. The repayment period starts nine months after the student ends his studies, and may be extended over a 10-year period at an interest charge of 3 percent on the unpaid balance. Repayment of capital and interest may be deferred up to a total of three years while a borrower is serving in the Armed Forces, with the Peace Corps, or as Volunteer in Service to America (VISTA). Also, no payments are required so long as the student remains at least a half-time student at the undergraduate level. There are provisions for cancelling all or part of this loan if the student enters the teaching profession.

b. Students may apply for loans under the Guaranteed Loan Program in their home states. This program, established by the Higher Education Act of 1965, varies from state to state. Generally, undergraduate students may borrow up to $1,500 per academic year with a total maximum of $7,500, while a graduate student may borrow up to $1,500 per academic year; the total sum of $7,500 for one student's undergraduate and graduate study may not be exceeded. Commercial banks, mutual savings banks, savings and loan associations, credit unions and other financial institutions subject to Federal or State supervision may be lenders under this program. A student should make application directly to one of these participating institutions, preferably to one located in the city or town of his permanent residence. The University is asked to certify the enrollment and good academic standing of the student, the reasonableness of his college expenses, and the amount of financial aid available from sources other than his family. These loans are considered a part of the financial aid package.

   As of March 1, 1974, the student must submit an application supplement if he wishes to apply for a subsidized loan, i.e., no interest payments until after he graduates. This supplement provides for the University to recommend to the bank the amount of the loan. In general, this recommended amount will be the subsidized loan amount. Nine months after the student graduates or leaves school, he begins repayment of the loan along with 7% interest. Payment may be deferred for graduate studies, Armed Forces or Peace Corps/Vista. Repayment is arranged with the bank from one to ten years.

PART-TIME EMPLOYMENT

Part-time employment is available mainly through the College Work-Study Program, part of which is supported by the Federal Work-Study Program, and will be given as part of the financial aid package. This will require eight to 15 hours of work per week for students who need financial aid. Students are paid weekly for the hours they have worked.

APPLICATION PROCEDURE

a. Pre-Freshman applicants should submit to the Financial Aid Office the Financial Aid Application included with the Admission application. In addition, applicants should obtain from their schools's guidance office a copy of the Parents' Confidential Statement prepared by the College Scholarship Service. That statement should be mailed directly to the Service at the time the student applies for admission, but no later than March 1. The University of Massachusetts at Boston should be listed under Item 13.

b. Transfer and upper-class students should obtain applications and Parents' Confidential Statements from the Financial Aid Office. Applications are due by April 1.

   Transfer students who received financial aid from the school which they are transferring, should request the Financial Aid Office at that school to send a record of their awards to the University Financial Aid Office.

AWARDS

The amount of awards is determined by degree of need and may range from $100 to full cost of attending school. A fuller explanation of determination of need is available in the Financial Aid Office.

Announcement of awards will be made by means of an award letter as soon as possible following the applicant's acceptance by the University. Further communication with the Financial Aid Office is unnecessary, as each applicant will receive an answer as soon as a decision has been made.

University Health Services

The medical care provided by the University Health Services is structured primarily for the well-being of the student population at the University of Massachusetts at Boston. The program is student-oriented, and the services offered are those which have real meaning for the student. The services exist to help minimize loss of student time and energy from educational pursuits for reasons of health. Two registered nurses are on duty from 8:30 a.m. to 5: p.m., and both clinical and laboratory facilities are offered. Physicians and psychiatrists are available on an appointment basis, and special consultants are arranged when necessary. A dermatologist and gynecologist are on the staff of the Health Services.

The physical examination and medical history of each student is reviewed by a physician before registration. The University Health Service is aware, therefore, of any pre-existing medical problems which either require medical care or might necessitate a modification of the student's academic or athletic program. All medical records are held in the strictest confidence by the University Health Services.

The Health Services are supported by the Health Service Trust Fund, constituted by the fee which each student is required to pay.Students are urged to enroll in the University of Massachusetts at Boston Student Hospitalization Insurance Plan. This insurance plan entitles the student to extensive but not total hospital services, in-patient physician's care, out-patient surgical care, accident insurance, referral to specialty consultants, X-ray and laboratory diagnosis, etc. A full description is available at the University Health Services office.

Housing and Transportation

The Housing/Transportation Office, a part of the office of grant development and community service, is located on the first floor in the Administration Building in the Registrar's Office. The HTO functions as the campus resource center for matters related to housing and transportation. The staff is prepared to provide the following services for University students, faculty and staff.

TRANSPORTATION

— Directions to campus by public transit
— Directions to campus by automobile
— Parking procedures and regulations
— Shuttle Bus schedules
— Certain MBTA bus schedules
— Car pooling services/information

HOUSING

— Apartments, houses for rent or sale
— Apartments needed
— Room-mates needed
— Tenants' rights information
— Lease terminology information

Office of Student Affairs

Student Affairs includes, either completely or in cooperation with other offices, the following areas:

Admissions
Career planning
Communication with parents
Counseling
Cultural events programs
Discipline
Financial aid
Foreign students
Handicapped students
Intramural athletics
Orientation program
Placement
Recognized student organizations, and
Student Activities
Health Services
Pre-Freshman Program

Students have a variety of outlets for using and developing their talents through such activities as:

Anthropology Club
Armenian Club
Art Club
Asian-American Cultural Club
Biology Club
Philosophy Club
Photography Club
Physics Club
Playwright Club
Poetry Club

Bowling Club
Chemistry Club
Chess Club
Columbia Point Workshop
College Young Democrats
Dionysius Guild (Drama Club)
Economics Society
Film Club
Food Co-op
German Club
Hellenic Culture Club
Hispanic Culture Club
Italian Club
International Students
Karate Club
Le Cercle Voltaire
Martial Arts Society
Motorcycle Club
Music Club
Club Ohavai
Pre-Law Society
Pre-Medical and Pre-Dental
Psychology Club
Public Interest Research Group
Puerto Rican Club
Rifle and Pistol Club
Ski Club
Slavic Club
Social Relations Coalition
Sociology Club
Spartacist League
Student Mobilization Committee
Ujima Society
Vietnam Veterans Against the War
Women's Abortion Action Committe
Women's Self Defense Club
Young Socialist Club
Karate Club

Advising and Study Counseling

The staff of the College Dean's Office is available to students to provide them with information on the curriculum, general requirements and program planning. Tutorial and study skills assistance is available to students through this office. Small classes in basic writing techniques and in reading skills are established each semester. Individual and group tutorials are available in the core courses such as mathematics, languages and natural sciences. Students and faculty members should contact the Dean's Office for further information on both types of programs.

CENTRAL ADVISING OFFICE

General information and advice on graduate school opportunities and requirements is available to all students in the Central Advising Office, as is specific information on the preparation and entrance requirements for professional fields, such as business administration, the various health professions, law and social work. Financial aid information, including qualifications necessary for national fellowship competitions, is also to be found in this office.

All foreign students may receive general counseling and specific information on visas in the Central Advising Office.

Students interested in study abroad and international exchange opportunities may obtain information in this office.

Vocational Counseling and Placement

The services of the Vocational Counseling and Placement Office of the University are available to all registered students and alumni.

The principal services provided by this office are:
Vocational counseling — individual and group
Off-campus part-time and summer employment
Full-time graduate placement
Occupational and career information library
Assistance in preparing for job interviews
Fall and spring career seminars
Preparation of resumes and references

All students, regardless of year in school, are encouraged to register with the Vocational Counseling and Placement Office and to share with members of the staff emerging concerns and questions relevant to their future plans.

Academic Regulations

Grades shall be reported according to the following letter system. No other interpretation of this letter system shall be authorized.

A — Excellent
B — Good
C — Fair
D — Passing
F — Failure

Inc. — Incomplete
P — Passing (pass/fail option)

The grade of Incomplete shall be reported only when a portion of the assigned or required class work, or the final examination, has not been completed because of the student's serious illness, extreme personal circumstances, or for scholarly reasons at the request of the instructor. If the student's record is such that he would fail the course regardless of the result of the missing work, he shall fail. A student can obtain credit for an Incomplete only by finishing the work of the course within the first two weeks of the following semester. The grade of Incomplete is converted to a failure if the course requirements have not been satisfied by that time. Exceptions to the two-week deadline may be requested from the appropriate agency in cases of protracted illness, critical personal problems or for scholarly reasons at the request of the instructor. The initiative for removal of the Incomplete grade rests with the student.

An Incomplete on a final grade report is not calculated in arriving at a temporary quality point average. When the Incomplete is later converted to a grade, the quality points are changed and the student is notified.

Once a grade is submitted, it cannot be changed except on approval of the Department Chairman.

PASS/FAIL OPTION

A student may elect one course each semester to a maximum of eight on a pass/fail basis provided he presents a P/F Option card to the Registrar's Office at the mid-term. The grade of pass will be included in the graduation credits but not in the quality points or cumulative average. A P/F once submitted, cannot be withdrawn or changed to a grade. A student must be carrying 3 courses or 12 or more credits during the semester in which he elects the P/F.

QUALITY POINTS

Quality points are assigned to course grades as follows: A, 4; B, 3; C, 2; D, 1; F, 0. The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses are added to arrive at the number of cumulative quality points. The number of cumulative quality points is divided by the number of cumulative credits carried to arrive at the cumulative quality point average. A "P" is not averaged in the cumulative average.

RETENTION AND GOOD STANDING

Cumulative Index Required for Retention

Semester	Cumulative Average Retention
1	0.0
2	1.3
3	1.5
4	1.6
5	1.7
6	1.8
7	1.9
8	2.0

Note: Students who elect a five-year program are expected to maintain a 2.0 average for the last three semesters.

Academic Dismissal

A student whose cumulative average falls below the requirement for retention will be academically dismissed.

Scholastic Probation

A student will be placed on scholastic probation if his semester average is below 1.5 after any of the first three semesters or blow 2.0 after any of the subsequent semesters.

Any student who is at the probation level shall be warned by a statement on the bottom of his copy of the grade report. This warning is to indicate that continued below-standard performance will result in failure to graduate or in academic dismissal.

Probation precludes membership in University and College governance bodies and committees, and also proscribes holding office in student organizations.

Probation Appeals

The Committee on Standards and Scholarships shall be charged with modifying extending, or limiting the restrictions on a student during a period of scholastic probation, and determining the limit of its duration. The Committee shall report all such modifications to the University Assembly.

Readmitted Students

A readmitted student must attain the cumulative average required for the class to which he has been assigned at the time of readmission.

Transfer Students

The former cumulative average of a transfer student does not carry over to this University; he begins a new cumulative average upon admission. A transfer student is not dismissed after the first semester because of his cumulative average. However, for all subsequent semesters, the student must attain the cumulative average necessary for the class to which he was assigned.

Failed Courses

A failed course in a subject required for the degree must be repeated. If the original failed course is repeated and passed, it remains on the student's record but will not be computed in the cumulative average. A course once passed may not be repeated for a higher grade.

COURSE CHANGES — FIRST TEN ACADEMIC DAYS

1. Add Period — the student is allowed 10 academic days from the beginning of the semester to add, drop, or substitute a course WITHOUT NOTATION on his record.
2. Add/Drop Procedure — If a student has good reason to drop one course and add another, he may accomplish this in the following order:
   a. Secure and Add/Drop card from the Registrar's Office
   b. Have the instructor of the course to be added certify that space is available in the desired section.
   c. Secure release from the instructor of the course to be dropped.
   d. Secure the Adviser's signature.
   e. Submit the completed Add/Drop card to the Registrar's Office.
3. Withdrawal — If the student simply wishes to withdraw from a course (within the first ten days) he may do so with his instructor's approval, using the following procedure:
   a. Obtain and Add/Drop card from the Registrar's Office.
   b. Obtain the necessary signatures and return the card to the Registrar's Office.

COURSE CHANGES — AFTER 10th ACADEMIC DAY

1. From the 11th academic day to a specified date before the beginning of the examination period, a student may drop a course subject to minimum load regulations (3 courses or 12 credit hours for matriculated student). The notation of withdrawal on the student's record will be the grade of "W" which is not computed in the grade point average.
2. Procedure — (11th day to a specified date before examination period). To be properly withdrawn from a course the student must accomplish the following:
   a. Secure a Course Withdrawal card.
   b. Schedule a conference with his adviser and the instructor of the course and secure their signatures.

WITHDRAWAL FROM THE UNIVERSITY

1. If a student withdraws prior to a specified date before the first final examination, a "W" for each course will be recorded along with his withdrawal date.

The effective date of withdrawal is that on which all proper forms are completed, signed, and returned to the Registrar.

2. Withdrawal Procedure — To withdraw from the University, the student must do the following:
   a. Consult with a member of the College Dean's Advising Staff, who will provide and sign the necessary form.
   b. Receive clearance from all departments of the University where he may have accrued charges: Library, Laboratories, Health Services, Treasurer's Office, Student Affairs Office, Bookstore. This will clear the student's records so that he may obtain appropriate refunds and/or transcripts.
   c. Return the form to the Registrar.
3. If any charges are outstanding, the student's permanent records will be "frozen" and no transcripts can be issued. Failure to complete a Withdrawal form will result in the recording of the grade of F in all courses at the conclusion of the semester.
4. Any student withdrawing during the fall semester after the November 1 readmission deadline will not be able to return for the spring semester.

CHANGE OF MAJOR

Any student who has stated a major and wishes to change it should consult first with his advisor. Upon approval of the change, the Registrar's Office will fill out the form and the student will be assigned to a new advisor by the new department.

ATTENDANCE

Attendance at all scheduled classes is expected. No administrative control of attendance is exercised except as hereinafter provided. In cases of illness, students are to explain their absences directly to their instructors. Grades of students who meet requirements of the instructor in making up work shall not be reduced for absence because of illness.

All absences due to illnesses should be reported to University Health Services. Although students are expected to deal directly with faculty members, the Health Services will verify dates of absences if requested by faculty members.

CONDUCT

A high standard of conduct, based on self-respect and consideration for the rights of others, is expected of all students. The disciplinary system of the University is based upon a published Code of Student Conduct, and is administered by a committee of faculty and students. Hearings are conducted so as to ensure due process and guarantee fair and impartial consideration. It should be understood that the University, acting through its Chancellor or any administrative officer designated by him, in emergency situations, distinctly reserves the right to suspend a student. A student so suspended by administrative action is entitled to a speedy consideration and disposition of his case the University Committee on Student Discipline.

COURSE LOAD

The normal course load for Freshman and Sophomores is four courses for 16 credit hours and for Juniors and Seniors, five courses for 15 credit hours. A

student with a cumulative grade average of 3.0 or 3.5 in the previous semester, may take an extra course with the permission of his advisor.

A student majoring in a Science who must take laboratory courses of more than 4 credits may assume a load of 18 credits. This is intended especially for Juniors and Seniors who may find it necessary to take three 3-credit courses, a required 4-credit core curriculum course, and a 5-credit laboratory course (or a similar variation) in one semester.

Students may elect to plan a four-year (eight semester) or five-year (10 semester) program.

SUMMER COURSES OUTSIDE THE UNIVERSITY

In order to receive credit for summer course work outside the University, a student must receive prior authorization from the department concerned for each course to be taken. A Course Authorization form can be obtained from the Registrar's Office; the original to be returned to the Registrar, one copy to be retained by the Department, and one copy to be retained by the student. In general, a grade of B or higher is required for transfer credit. Permission to accept a grade lower than B may be obtained only from the Department to which the credit is being transferred. It is the student's responsibility to see that a transcript is sent to the Registrar upon completion of the program.

DEPARTMENTAL HONORS PROGRAMS

To graduate with Departmental Honors, a student must have either: (1) successfully completed some special honors work, such as a thesis or seminar; or (2) earned a 3.5 grade average in his major field, the awarding of honors not to be automatic, however, but to depend on the recommendation of an honors committee in his department.

The student must, in addition, have a 3.0 overall grade average. (Note that this governs graduation with honors, not admission to honors work, which is left to the discretion of the departmental honors committee).

Not more than 6 credits may be received for special honors work.

If a student entered in an honors course completes the work satisfactorily but not on an honors level, he shall receive credit for the course toward graduation.

GRADUATION REQUIREMENTS

In order to graduate, a student must acquire a total of 124 credits. Students who qualify for advanced placement in languages or other 4 credit freshman-sophomore courses may graduate with as few as 120 credits. All students must accumulate a minimum of 45 Residency credits at the University.

A student must meet the requirements of a major department.

A student must complete either the A or the B pattern of courses below.

A. Core Requirement
   1. One year of training in writing to be taken in the Freshman year.
   2. Courses in foreign language as follows: Students who demonstrate proficiency in a foreign language at the intermediate level shall be exempt from a language requirement. Students who meet the entrance

requirements regarding language or who otherwise demonstrate elementary proficiency in a foreign language shall take one year of a foreign language at the intermediate level or one year of a foreign literature in translation.

3. Three terms of course work in the social sciences, of which at least one must be taken in History and two in other disciplines.
4. Three terms of course work in the natural sciences or in mathematics, of which at least two terms must be taken in the same discipline, and at least one in a natural science.

B. As an alternative to A a student may choose to design his or her own core curriculum, in consultation with a faculty advisor or with an advising committee. Questions concerning this program should be referred to the College Dean's Office.

FINAL EXAMINATIONS

When the examination scheduled is published, any student who finds himself scheduled for two examinations at the same time or for three examinations in one day should report the situation directly to the Registrar's Office.

PRIZES AND AWARDS

Brian Rattigan Prize

A cash award made annually for outstanding creative achievement. Established by his friends and classmates in memory of Brian Rattigan, a poet and member of the first graduating class of the University of Massachusetts at Boston, who drowned during the summer before his Senior year. Selection of the recipient is made by a special committee of faculty and students.

John W. Ryan 1966 Faculty Convocation Award

Awarded each year at the Honors Reception to the Junior who attained the highest average at the completion of the second year at the University. Established in 1966 partly in order to commemorate the convocation of the faculty and partly in order to recognize academic excellence in the student body.

Luis Emilio Soto Prize

Awarded each Spring at the Commencement Exercises to the Senior majoring in Spanish who best reflects the humanistic qualities and the spirit of Professor Soto.

Inaugurated in May 1970, and named for Professor Luis Emilio Soto (1902-1970), who, in his short stay at the University of Massachusetts at Boston, wholly won the hearts of his students and colleagues by his devotion to them and to their work.

The Colleges of the University

Colleges I and II are based on the traditional liberal arts and constitute a major part of the University of Massachusetts at Boston. Each college provides students with both traditional and experimental ways of studying the subjects and disciplines which are important to the human experiences. All Colleges encourage their students to acquire those skills and interests which will make learning a life-long process, and each college is developing programs and emphases which distinguishes it from the other colleges of the University.

The College of Public and Community Service, a new college designed to offer pre-professional and liberal arts training, provides a curriculum which combines learning based on certification of individual competence with the engaged activity that must characterize a college addressing urban problems.

College I

College I is committed to a pattern of education that begins in the student's exploration of a range of different ways of thinking and knowing. Students take a variety of courses combining experience of the course material with training in the basic skills appropriate to academic inquiry concerning that subject. In addition, College I is framing a series of interdepartmental freshman courses designed to serve as introductions to college study. These courses are team-taught by members of different departments. They carry double the academic credit of normal courses, and they are focused on topics of broad significance and basic human concern. Two such courses offered in the Fall of 1973 were courses in "Law and Justice" and in "The Phenomenon of Language". Further courses are being planned.

The College also provides an "Option B" program under which students may present for approval by a faculty advisor a program of courses which the student wishes to adopt in place of the college's core curriculum. The college also is planning to implement a program under which a small group of freshmen, with the help of a faculty team, design and carry out their own program of study for the academic year.

The purpose of the exploratory phase of education in College I is to allow the student to acquaint himself with the complexity and range of academic inquiry and discourse, to establish the intellectual basis on which he can organize his educational experience, and to develop some of the basic and more specialized skills helpful to the pursuit of his educational goals. This exploratory process is followed by a more concentrated major program through which the student seeks to develop further understanding and competence in at least one intellectual discipline to the degree of relative comprehensiveness and self-initiative or intellectual independence. College I provides majors in seventeen academic departments and, in addition, is planning several interdisciplinary concentrations. Students interested in majoring in Italian, Music and Philosophy should note that these majors are offered only in College I.

The purpose of education in College I is not to train students for specific vocational possibilities but to encourage and help them to develop an intel-

lectual independence and self-reliance based on experience in a range of intellectual styles and methods and on concentration in one of these academic areas. Thus, it is directed at the development of intellectual flexibility and of resourcefulness in the solution of intellectual problems, and it asked the student to develop his intellectual breadth and to complete a departmental major at the same time as it recognizes the important role of the individual student as the central and final agent of his own education.

College II

College II continues to develop programs within a framework of traditional liberal arts involving the disciplines of the humanities, the sciences, and the social sciences, which allow students to combine the benefits of departmental specialization with those of interdisciplinary study. By exploring new modes of inquiry within and outside the historical traditions of Western culture, College II offers options of synthesis and innovation permitting discovery of new ways to improve the quality of our lives, both as individuals and as a community.

College II already has established significant areas of academic interest not available in other colleges of the University. Such distinctive programs of study, however, complement rather than replace the more conventional major programs offered by each of the academic departments in the college, thereby providing a broader conjunction of opportunities for students.

The Urban Studies Concentration provides opportunities for the investigation of urban issues and problems from the perspective of various disciplines — Sociology, History, Economics, and Art. An interdisciplinary study of Western and non-Western religions, with courses in the humanities and social sciences, is offered by the Program for the Study of Religion. Students enrolled in the Individual Major Program design their own pattern of course selections, in consultation with faculty advisors, drawing upon the resources of two or more academic departments in the College. And, in addition to such interdisciplinary programs, College II houses the only programs in the Visual Arts, Theatre Arts, Classics, and Russian available at the University. Students enrolled in the "Option B" program have an opportunity to modify or develop alternatives to the University's Core Requirement for graduation.

Various forms of group and individualized Basic Skills instruction are available for students needing special help to ensure that they will derive maximum educational benefits from their courses.

During 1973-74, the College sponsored a January Term program of concentrated independent study and intensive seminar courses for academic credit for students wishing to continue their studies between semesters. Also on a limited experimental basis, the College developed an interdisciplinary Freshman Seminar program designed to introduce students to the academic life of the University.

Located in the magnificient College II building, designed by the distinguished architectural firm of Cambridge Seven Associates, are a gymnasium, exercise facilities, and squash courts available to students and faculty members in the University.

College II has developed a number of distinctive social traditions. The Student Activities Committee promotes extracurricular life in the College by sponsoring lectures, films, and seminars on student-oriented subjects, guest speakers, an annual College II boat cruise of Boston Harbor, as well as musical events, art exhibitions, departmental academic and social receptions, and various formal and informal conferences and workshops. The College II Constitution provides for a student-faculty Senate responsible for establishing and maintaining the means and standards through which students may earn the Bachelor of Arts degree in College II, and for coordinating College efforts within the context of general goals relevant to the University-at-large.

College III

COLLEGE OF PUBLIC AND COMMUNITY SERVICE

In October of 1973, The College of Public and Community Service, the third college at UMass Boston, opened with an initial enrollment of about 300 students. Enrollment for the second year will increase substantially. Advocating innovative approaches to higher education, the College is charged with training a diverse mix of students in careers of public and community service. The curriculum is organized around a competency-based certificate system rather than course credits, with emphasis on interdisciplinary instruction and field experience learning. The College, which is located at the downtown Boston campus in the Park Square area at 100 Arlington Street, offers education leading to the B.A. degree. Other professional degrees may be authorized in the future.

Throughout its planning and development, the College has been guided by six general principles. Briefly stated, they are:

— To combine a basic liberal arts education with training in areas of specific relevance to public and community service broadly defined.
— To organize the undergraduate college and its curriculum around problem areas rather than academic disciplines.
— To use as faculty those persons who have been trained in the academic community as well as persons of demonstrated competence; holders of positions of responsibility in public and community service agencies who may or may not have an academic degree.
— To broaden the student body to include those who are currently employed in such agencies, those who have been out of high school for some period of time and want to return to college, and those who have not completed high school but are prepared for college.
— To emphasize the use of internships, field work, and projects in community-based activities as a regular part of the curriculum.
— To measure student progress through frequent certification of skills and knowledge, rather than through accumulation of course credits.

The College is committed to a compentency-based curriculum which will allow flexibility for students in planning and scheduling their learning program to best suit individual needs. It offers a comprehensive blend of educational situations in which students learn skills and concepts, and are placed in real work settings where these can be used. As such, competency can be acquired and demonstrated not only in courses, but also on the job, in field work, and from use of resources in the Greater Boston area. Too, students

bring competencies already developed through previous work experiences.

Since first opening its doors last fall, the College has identified specific competencies (through consultation with professionals, potential employers, community people, and others) in order to define what a student enrolled in a particular curriculum career area needs to know and do, and at what level of skill. Similarly, more general competencies have been developed in liberal arts areas and essential skills. These competencies have been drafted into certificates of competency, ten of which are required for graduation.

To administer the certificate system, the College is organized into seven curriculum centers, each with its own certificate(s): The Essential Skills Center; three career centers (Housing and Community Development, Legal Education Services, Human Growth and Development); and three general centers (Institutions, Individual and Society, Cultural Studies). Also, to build a program encompassing field experience education, the College has established an Office of Cooperative Education. Its mission: To form and monitor a variety of cooperative relationships with service agencies and organizations in the Greater Boston area which provide crucial field work training for students; to assist in developing learning plans for individual students in the field; and to coordinate the College's career development, vocational counseling, and job placement efforts with those of the University.

To date, the College offers twelve different certificates through the seven curriculum centers. Each certificate describes various competencies required, the performance expected of students, and standards of evaluation to be applied. In addition, students can request that a certificate be designed in a career area other than the three areas offered, that competencies outlined in certificates of the general and career centers be combined to equal entirely new certificates, and that an "independent interest" certificate be subject to negotiation between individual students and the faculty. The B.A. degree will be awarded upon attainment of ten specified certificates: three essential skills certificates; one career center certificate; five certificates from the general centers, of which three must be from each of the three general centers; and one "independent interest' certificate. This year, the College plans to expand its curricular offerings, perhaps adding a program in allied health careers and another in basic science instruction.

A portrait of the twelve certificates currently available through the curriculum centers follows:

ESSENTIAL SKILLS:

Three certificates in writing and speaking, reading, and mathematics. The mathematics certificate includes competencies in basic and business mathematics, plus statistics.

HOUSING AND COMMUNITY DEVELOPMENT

One career certificate in housing, which is divided into two parts. The first comprises basic competencies in analytical and critical skills, the second a number of competencies in three professional career areas (advocacy, management, and development). To receive this certificate, students are required to demonstrate mastery of basic competencies plus those in one of the three career areas. Another certificate in community development will be offered in the future.

LEGAL EDUCATION SERVICES

One career certificate involving competencies in legal institutions (legislative, judicial, and administrative), doctrine, assessment, comparison and history, professional and paraprofessional rolls, investigation and negotiation, counseling, criminalization and stigmatization, and working with people in or emerging from the criminal justice system. The last is the first of several competencies being developed which related to a specific career, only one of which is required; others planned include juvenile advocacy and dispute settlement.

HUMAN GROWTH AND DEVELOPMENT

One career certificate encompassing general competencies in areas of learning, family dynamics, scientific methods and research, assessment, mental health delivery systems, and social/emotional, cognitive/moral, and physical development. The remaining competencies to be earned require work in one of several specialties: early childhood, development disabilities, addiction, or preparation for graduate work in social work or psychology.

INSTITUTIONS

Three certificates in social change, political economy, and management. The social change certificate focuses on community and interest group organization and tactics, research and analytical skills in a community field setting, leadership, and electoral politics and decision making at all levels. The certificate in political economy centers around an analysis of power, political conflict, the economics of families and individuals, traditional American economic institutions and alternatives, plus local economic data research. The management certificate covers major areas of public and organizational administration including decision-making processes, legal and administrative strategies to change organizational behavior, managerial problem solving, program managements, budgeting, and grant development.

INDIVIDUAL AND SOCIETY

One certificate in communication. Competencies in this certificate include awareness of one's communication style, listening and speaking, non-verbal communication, identifying different types of verbal communications, and analysis of a communication situation. Other certificates will be available this year.

CULTURAL STUDIES

Two certificates. One certificate deals generally with American value systems, their origins, and functions. The second requires competence in a variety of fairly specific instances where cultural understanding is important: for example, with regard to differing attitudes toward conflict and violence, politics, and art. Both certificates are designed to aid students seeking human service careers in contemporary American Society.

For more information about the College of Public and Community Service, prospective students are urged to contact the Dean or the College's Director of Admissions.

College IV

THE COLLEGE OF PROFESSIONAL STUDIES

The fourth college at the University of Massachusetts/Boston will be a College of Professional Studies. Scheduled to open in September 1975, the College is planned to offer career-oriented programs, undergraduate and graduate, in the following professional fields:

Programs	Fields Covered
Management Sciences:	Business and Public Administration
Urban Technology:	Applied Science and Engineering in such urban problem areas as environmental control and transportation.
Architecture, and Urban Design:	Architecture, Urban and Regional Planning, Environmental Design.
Mass Communications:	Journalism, Film, TV, Radio, Communications Technology.
Community Health:	Nutrition, Medical Technology, Environmental and Occupational Health.

All of the programs in the College of Professional Studies will have two major goals:

— to offer students high quality, professional programs that meet established standards and requirements for entrance into careers
— to provide a solid education in the liberal arts and sciences

Professional Programs:

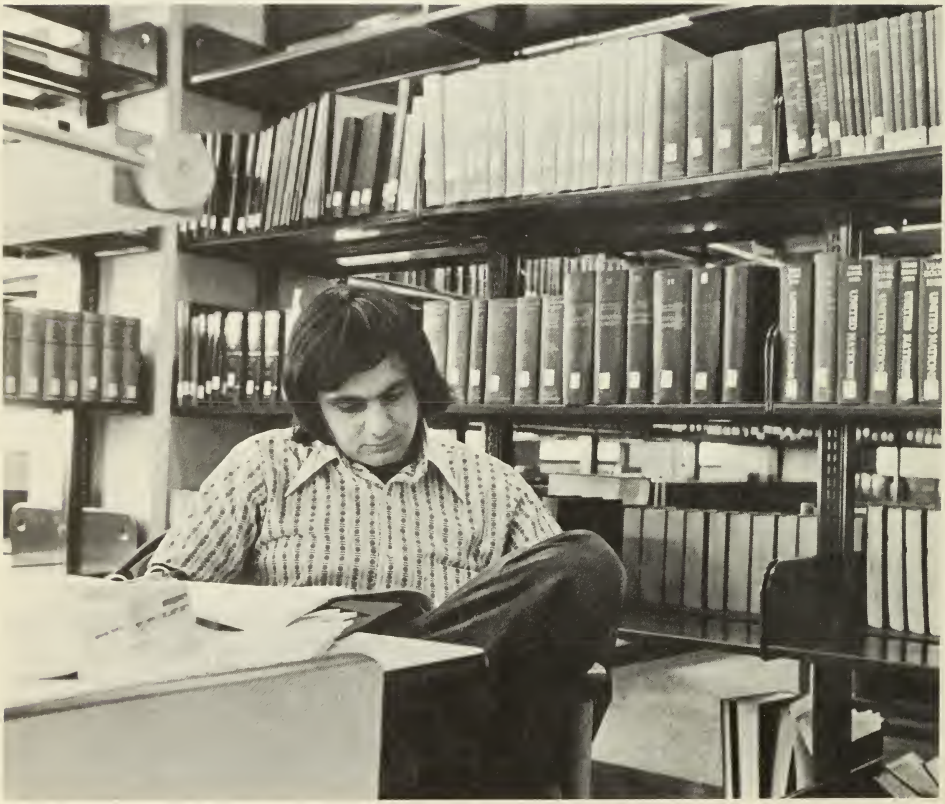
The College will offer a broad preparation in each career area, so that students will be equipped to enter a variety of specific occupations within their chosen field. All professional programs in the College will include professional courses, basic and applied courses in relevant academic fields, and field work. Emphasis will be placed upon giving students maximum flexibility in planning programs that combine different fields in ways that match the particular goals and interests of the student.

Education in the Arts and Sciences:

The traditional liberal arts and sciences will play an important role in the total educational experience of students in College IV. Some liberal arts courses will be directly relevant to the students' career interests.

Others will be important in the students' programs of general education. Still others will provide opportunities to pursue specific personal interests. Programs in College IV will emphasize the relationship between academic work and practical problems.

College IV will accept undergraduate students at both the freshman and transfer levels. Part-time arrangements will be available for students unable to carry a full load. Programs will be designed for students right out of high school, as well as older students with some career experience. The College is interested in helping students of all ethnic and social backgrounds, male and female, to achieve their educational and professional goals.



Special Programs

Afro-American Studies Concentration

This special program, derived from the University's commitment to offer courses in both Western and non-Western studies, is specifically designed to students interested in the historical experience, cultural accomplishments, and significant presence of the Black man in Africa and the New World. Successful completion of the Concentration is formally acknowledged on student's official records.

Course Offerings

AFRO-AMERICAN STUDIES HONORS SEMINAR

An interdisciplinary seminar for students admitted to Option B (Honors), and to a limited number of other highly qualified students participating in the Option A program.

Prerequisite: 3.0 overall averages and permission of the Afro-American Studies Concentration Committee.

AFRO-AMERICAN STUDIES SENIOR HONORS THESIS

Study in depth of a topic chosen by the student in consultation with an honors advisor, and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the Honors Seminar. Honors awarded on the basis of performance in the Honors Seminar, evaluation of the paper by the Afro-American Studies Concentration Committee, and 3.0 overall average.

Prerequisite: Afro-American Studies, and permission of the Afro-American Studies Concentration Committee.

Additional Approved Course Offerings

Students may petition the Afro-American Studies Concentration Committee for permission to include other relevant courses in their Concentration program. In addition a list of Inter-Institutional Black Studies courses is available from the Registrar. These courses will also be credited toward the Concentration.

Introduction to Anthropology
People and Cultures of Africa
The Art of Africa
Urban Problems
Economic Problems and Prospects of Black America
Black Presence in American Literature
Black Literature in America
Selected Topics in English
The Black Soul and the Theatre
Black French Literature
Introduction to African Civilization I, II
Problems in African Civilization
The Age of Jackson and Lincoln
Civil War and Reconstruction
Black History in America
History of Africa
Seminar in American History
African Literature
Jazz
Non-Jazz Black Music in America
Afro-American Experience

Students must major in a department and are trained in its discipline while electing courses which emphasize Afro-American subject matter. Faculty advisors, and members of the Afro-American Studies

Concentration Committee, assist students in choosing these courses.

Option A

A minimum of six courses from the Approved List. At least three of these courses must be taken outside the major department.

Option B

Honors Program. A Junior/Senior year honors program for highly qualified students who present to the Afro-American Studies Concentration Committee a satisfactory proposal for in-depth study of an appropriate subject or problem. Requires two semesters of an interdisciplinary Junior seminar, the election of additional courses as appropriate and the writing of an honors thesis during the Senior year which is acceptable to the Committee.

Metropolitan Politics
Urban Problems
Problems in African Civilization
Politics of Africa
Urban Community
Social Change and Modernization
Racial and Ethnic Relations

Institute for Learning and Teaching

The Institute for Learning and Teaching, established by the University Senate in April 1971, provides direct, on-site educational services to experienced teachers and others who work with children in the Boston metropolitan area. In addition, it offers in conjunction with academic departments selected programs for undergraduates who are contemplating careers in child-serving professions, and encourages cooperation among Boston area institutions concerned with teacher training.

In cooperation with the Boston School Department, the Institute is helping prepare teachers who have been reassigned to newly-constructed open-space schools. A second program focuses on training for parochial school teachers in several schools in East Boston. A third is directed at helping the staff of the Bilingual Education Department in Boston address the educational problems of the Spanish-speaking. A fourth focuses on working with high school staffs regarding the underlying problems of secondary school unrest.

The Institute also sponsors a number of short-term programs through its Alternative Training Service for professionals who work with children in the metropolitan area.

The Institute is willing and eager to work with interested academic departments and individuals on programs concerning questions of learning and teaching at the University.

In these projects, an Institute staff member develops a close working relationship with a designated group of professionals; and as the members of the group identify their training needs, appropriate resources are mustered to meet these needs. These resources — adjunct professors, master teachers, and curriculum materials — are the faculty of the Institute. It has no standing faculty per se.

On the undergraduate level the Institute has joined with the Sociology Department to offer a concentration of study and field work called "Sociology and Urban Social Service". (A more detailed description of this program appears under the heading "Urban Social Service" in this section). The Institute

encourages those interested in learning more about its activities to visit its office.

DIRECTED MAJOR IN PHILOSOPHY AND PSYCHOLOGY

In addition to the standard double major in philosophy and psychology the philosophy and psychology departments offer a special directed major. This major enables a student to set up an integrated program of study in the two fields according to the following guidelines.

1. A minimum of 13 courses, 6 from each Department, plus a course in directed study to be taken during the final year, are required. Included in these are the following "core" requirements:

   Philosophy —
   - 100 — Introduction to Philosophy
   - 104 — Introduction to Logic

   Psychology —
   - 101 — Introduction to Psychology
   - 211 — Research Methods and either
   - 280 — History of Psychology
     or
   - 380 — Systems of Psychology

2. In each case of such a major, the student is required to plan out his or her program with a team of two advisors, one from each Department. This needn't be done prior to taking any courses in each Department, but should come close to the beginning of the students stay at UMB. It should be understood that some courses a student may have taken in each Department prior to setting-up such a major may not be included in courses that count towards this major, if both advisors feel they cannot be integrated into his or her course of study.
3. Such integrated courses of study needn't require departmental approval in individual cases as long as both advisors concur in their judgement of the viability of the major program and the core requirements are satisfied.
4. Waiving the core requirements, though, requires approval of both Departments.

Pre-Medical/Health Careers Concentration

A student interested in one of the health professions, including a medical, dental or veterninary career, may select any of the major fields at UM/B on the basis of interest, ability and suitability.

Students who demonstrate interest in and ability for a medical career should register with the premedical advisor in the Central Advising Office. A faculty committee acts in an advisory capacity to these students and to the premedical advisor. The committee also interviews each applicant to medical, dental, or veterinary school — ordinarily toward the end of the junior year — and oversees the evaluation of each applicant's record.

Students should, as early as possible, seek out information on the graduate admission requirements for medicine and other health careers.

Concentration in the Study of Religion

Designed for students who wish to pursue an interdisciplinary study of religion, this concentration is connected with a departmental major, the training in which will provide the student with strength in one particular discipline. The balance of the concentration will be elected from courses in other departments and disciplines.

The Interdepartmental Committee on the Study of Religion assists and advises students interested in designing a program of study in the field of religion. A student in his fourth, fifth or sixth semester whose interests lie in this field is invited to discuss his concerns with any member of the Interdepartmental Committee with a view toward designing a coherent and feasible program of study. The student and his faculty advisor will submit this program to the Interdepartmental Committee for review and approval. Successful completion of the concentration is formally acknowledged on students' official records.

Women's Studies Concentration

Women's Studies at UMass Boston has grown from a Concentration with ten to fifteen courses to a program with 27 courses in 11 departments, a fulltime coordinator, and a variety of special activities — speakers, films, and other cultural presentations. All interested students are encouraged to come to our office to talk with us.

The strong interest in Women's Studies at UMass is based on a commitment of women students, faculty, and an increasing number of women employees to deepen the analysis of the situation of women in this and other societies.

The objectives of the program are to fill out the social picture of humanity and to question and change present social organization based on the oppression of women. The program is governed by an elected Women's Studies Board of four students and four faculty.

Women's Studies courses are open to all students. A Concentration, like a minor, is an addition to a regular major; it will be recorded on a student's permanent record and transcript. Many courses will meet the requirements not only of the Concentration but of majors and some distribution requirements.

A minimum of six courses is required for the Concentration, three in Social Sciences and three in Humanities. Option B students can arrange a major in Women's Studies with a faculty advisor from the Women's Studies Board.

Courses in the program include:

The Art of Love in Medieval Literature
Images of Women in Literature
The History of Women
Equality: Sex and Class
Psych. of Women
Social History of Women in a Capitalist Society
Social Psychology of Sex Roles
Socialization
Sex Roles and Relationships
Images of Women in Art
Women in Antiquity
Women's Work
Freshman English/Introduction to Women's Liberation
Origins of the Modern Period: Women and Men in 19th Century Literature
Poetry and the Female Consciousness

Black Women Writers of the Twentieth Century
The Feminine Presence in French Literature
Women and Men in German Literature
History of Feminism and Women's Rights
Contemporary Women Poets: Virginia Woolf & Doris Lessing

Sociology and Urban Social Service

The Sociology and Urban Social Service Concentration is designed for dedicated students who wish, beginning in their freshman year, to major in sociology as preparation for a child-serving career in an urban setting. Students in this program take specially created sections of the sociology course offerings which coordinate their course work with field placement activity. Such students are expected to intern in a variety of social service agencies such as schools, hospitals, child guidance centers, recreational centers and other community agencies.

Entering freshmen interested in applying for the social service concentration should write to the Chairman of the Sociology Department.

Teacher Certification Program

Students seeking careers in education may avail themselves of the services of the Teacher Certification Program. The staff provides information and counseling to all students interested in preparing to teach. In addition, the program enables highly qualified students to satisfy Massachusetts requirements for certification. Since UMass-Boston offers no major in Education, a teaching candidate pursues the University's normal degree and major sequences. At the same time, by judicious choice of electives from among those offered by several departments, he may acquire credits in courses approved for certification. The program culminates in the senior year when, under the direction of the faculty of his major department, the student enters practice teaching and participates concurrently in a curriculum-and-methods seminar.

Requirements for Certification

The Commonwealth of Massachusetts issues teaching certificates to American citizens who hold the bachelor's degree and who comply with certain additional requirements. Briefly summarized, those requirements are, for elementary teaching, 18 credits in approved courses; for secondary teaching, 12 credits in approved courses, plus concentration in a subject taught in the secondary school. Approved courses must include at least two of the following four areas: Psychology of Education, Philosophy of Education, Curriculum, Methods of Instruction. Supervised teaching experience is also necessary for both the elementary and secondary certificate. Students admitted to the senior year program (see below) automatically include "Methods of Instruction" in the Practice Teaching semester and receive 9 approved education credits toward Massachusetts certification. Students admitted to the Elementary Education Program also take Issues in Elementayr School Curriculum for which they receive 3 credits. Students also elect appropriate courses in the other three subject areas.

Admission to the Teacher Certification Program

With the exception of the senior curriculum - and - methods seminar and concurrent practice teaching, all courses leading to certification are open to every student. Only a limited number of students can be accepted for the senior year program. Admission to the program is granted by the Teacher Certification Program Committee after a review of all applications. Admission is based on departmental approval, evaluation of academic performance and recommendation of the Coordinator of the Teacher Certification Program.

Application Procedure

Because preparation for teaching makes demands beyond those ordinarily required to earn a degree, the prespective candidate must begin to plan early. He should register with the Teacher Certification Program before the end of his sophomore year, and should seek assistance in planning his future program from the TCP Coordinator and from a member of his major department. He may want to consider attending at least one Summer Session in order to relieve the pressures of the senior year, when practice teaching will claim a large share of his time and energy.

Those who wish to enroll in the curriculum-and-methods/practice teaching sequence must apply for admission early in January of the junior year. Application forms and information are available in the Teacher Certification Program Office.

Courses Approved for Certification

The following courses may be counted toward fulfillment of Massachusetts certification requirements. *Starred courses are especially recommended.

For Elementary or Secondary Certification:

*Philosophy of Education

*Educational Psychology

*Developmental Psychology

*Theories and Fundamental Issues of Learning

*Sociology of Education

For Secondary English Certification only:

Advanced Composition

Principles and Methods of Literary Criticism

History of the English Language

For Secondary Social Studies Certification only:

Seminar in European History

Seminar in American History

American Social History from Civil War to Present

The electives below are open only to seniors who have completed two or more certification courses and who have been admitted to the Teacher Certification Program. All include full days of practice teaching, five days a week, for a period of 10 weeks, under the supervision of experienced teachers and University faculty. Because practice teaching is both time consuming and physically demanding, students are advised to carry no more than one additional course during that semester. Elementary student teachers may take no other courses during the full-time practice teacher semester.

Each of the courses listed below is a 9-credit block. Each department determines the amount of credit (if any) granted toward the major. Students are advised to consult their major department concerning distri-

bution of credit and scheduling of practice teaching.

Methods and Practice of Art in Secondary Schools
Methods and Practice Teaching of Biology in Secondary Schools
Methods and Practice Teaching of Latin in Secondary Schools
Methods and Practice Teaching of English in Secondary Schools
Methods and Practice Teaching of French in Secondary Schools
Methods and Practice Teaching of German in Secondary Schools
Methods and Practice Teaching of Italian in Secondary Schools
Methods and Practice Teaching of Mathematics in Secondary Schools
Methods and Practice Teaching of Music in Secondary Schools
Methods and Practice Teaching of Physical Science in Secondary Schools
Methods and Practice Teaching of Russian in Secondary Schools
Methods and Practice Teaching of Social Sciences in Secondary Schools
Methods and Practice Teaching of Spanish in Secondary Schools
Methods and Practice Teaching in Elementary Education
Issues in Elementary School Curriculum

Students in departments not listed should consult with their departments to determine if such courses are to be offered.

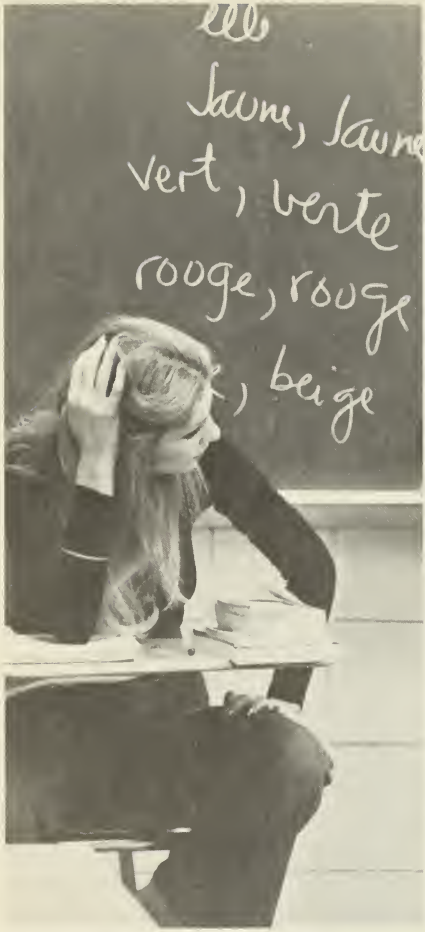
Urban Affairs Concentration

The Urban Affairs Concentration offers College II students an opportunity to investigate urban issues and problems from the point of view of several different disciplines. Understanding important issues such as how cities emerged and developed, how they are shaped by an array of forces, and the causes and consequences of urban problems necessarily require that we adapt a comprehensive approach. Therefore in addition to a major, a student who wishes to have a concentration in Urban Affairs takes certain courses in economics, history, politics, sociology, and psychology. More information on this concentration and a listing of the approved courses is available from any of the following faculty advisers for the concentration: Profs. Torto (Economics); Paul Gagnon (History); Diane Paul (Politics); Harry Brill (Sociology); Harry Finkelstein (Sociology).

University Year for Action

University Year for ACTION is a university-based, federally-funded program of public and community service.

A student volunteer spends three full semesters in the UYA program and earns a total of thirty credits. Nine of these credits are awarded for full-time field work in community service in the greater Boston area.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Directory of Courses

AFRO-AMERICAN

Afro 100 Introduction to Black Literature
Survey course of Black Literature from slavery through present times.
3 Lect Hrs 3 Credits
Staff

Afro 104 Drug Abuse and the Black Community
An overview of the history and current problems evolving from drug abuse in Black urban communities in the United States. Discrimination, prejudice, limited access to opportunity structures, treatment for the use of drugs, the law, community institutions, and value systems are examined as they pertain to drug use in the Black community. Introductory Sciology or Psychology recommended.
3 Lect Hrs 4 Credits
Mr. Williams

Afro 488-489 Afro-American Studies Senior Honors Thesis
Study in depth of a topic chosen by the student in consultation with an honors adviser and a paper written with the approval and under the direction of an honors adviser, normally related to work done in the honors seminar, honors awarded on the basis of performance in the honors seminar, evaluation of the paper by the Afro-American studies concentration committee, and 3.0 overall average.
Prerequisite: Afro-American Studies 498 and 499 and permission of the Afro-American Studies concentration committee
Hrs by Arrangement 3 Credits
Staff

Afro 498-499 Afro-American Senior Honors Seminar
An interdisciplinary seminar for students admitted to option B, honors, and to a limited number of other highly qualified students participating in the option A program.
Prerequisite: 3.0 overall average and permission of the Afro-American Studies concentration committee.
3 Lect Hrs 3 Credits
Staff

ANTHROPOLOGY

COLLEGE I

Barbara Ayres, Ph.D., Associate Professor of Anthropology and Chairman of Anthropology, College I; Alan Harwood, Ph.D. Assistant Professor of Anthropology; Naomi Bishop, M.A., Instructor in Anthropology; Paul Devore, M.A., Instructor in Anthropology; Thomas Hearne, B.A. Instructor in Anthropology; Judith Olmstead, B.A., Instructor in Anthropology; Michiko Takaki, M.A., Instructor in Anthropology; Quee-Young Kim, M.A., Part-time Instructor in Anthropology; Shepard Krech III, B. Litt, Part-time Instructor in Anthropology.

COLLEGE II

David Landy, Ph.D., Professor of Anthropology and Chairman; Stuart Berde, Ph.D., Assistant Professor of Anthropology; Golamreza Fazel, Ph.D., Assistant Professor Anthropology; Charles Nelson, Ph.D., Assistant Professor of Anthropology; Michael F. Gibbons Jr., Ph.D., Assistant Professor Anthropology; Lucille Kaplan, M.A., Instructor in Anthropology; James Springer, Ph.D., Visiting Assistant Professor of Anthropology.

GRADUATION REQUIREMENTS

The two departments offer a joint major in Anthropology. Majors are required to take the introductory Anthropology course plus eight advanced courses. It is required that the eight advanced courses be distributed among at least three of the following four subdisciplinary fields: Archaeology (Prehistoric Anthropology), biological (Physical) Anthropology, Cultural and Social Anthropology (Ethnology and Ethnography), and Linguistic Anthropology. The student's program is individually designed in consultation with the faculty adviser, according to the student's objectives and interests. Majors are encouraged to take courses in related disciplines as these bear directly upon their anthropological aims, e.g., Psychology, Sociology, Politics, History, Economics, Biology, or the Humanities. The student may register for courses in either Anthropology Department with equal priority to majors.

Anth 101 Introduction to Anthropology
A survey of Anthropology and its various sub-disciplines Physical Anthropology, Archaeology, Linguistics, and Cultural Anthropology. This course emphasizes human biological and cultural evolution, the relationship between language and culture, and the variety and diversity of human cultural adaptions presented through readings and films on selected hunter-gatherer, tribal, and peasant societies. Course emphases may vary according to the special interests of the instructor.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 4 Credits
Staff

Anth 141 Archeological Method and Theory
An introduction to the theory and application of Archaeological methods. Emphasis is placed on the ways in which archaeologists view prehistory and the techniques by which data are gathered interpreted, and integrated to complete a coherent picture of prehistoric events.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Nelson

Anth 142 Archaeological Method and Theory Laboratory
An introduction to the theory and application of Archaeological methods. Emphasis is placed on ways in which archaeologists view pre-history and the techniques by which data are gathered, interpreted, and integrated to complete a coherent picture of pre-history events.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lab Hrs 1 Credit
Mr. Nelson

Anth 207 Peasant Society
The general features of peasant life and culture as lived by most of the world's peoples. The distinctive forms of peasant sociocultural organization in different ethnographic regions.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 209 Urban Anthropology
A comparative study of the form and quality of urban life in selected western and non-western cultures.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Harwood

Anth 210 Biosocial Basis of Behavior
The biological basis of human behavior: evolutionary principles, studies of animal behavior, primate studies, genetic variability in human populations today, evaluation of current theories of man's biological nature and heritage.
3 Lect Hrs 3 Credits
Ms. Bishop

Anth 211 Human Origins
An introduction to the study of man's biological origins with emphasis on the fossil record, primate analogues of human behavior, and the variety and diversity of modern man including the adaptive significance of this variation.
Prerequisite: Anthropology 101, or 109 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Gibbons

Anth 214 Primate Behavior
A broadly based survey of nonhuman primates as found in their natural habitats with emphasis on the significance of these studies as comparative evidence in the formulation of a general theory of the origins of human behavior.
Prerequisite: Anthropology 101, or 109 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Gibbons, Ms. Bishop

Anth 231 Meso American Prehistory and Ethnohistory
Mesoamerican prehistory from formative to post-classic times, the spanish conquest and subsequent acculturation among Indians, Europeans and Africans. The natural, cultural and linguistic areas will be introduced. Designed to complement Anthropology 270, people and cultures of Meoamerica.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Kaplan

Anth 232 The Prehistory of Eastern North America
This course concentrates on the archeology of the area, but includes a discussion of the historic Indians. It will also be concerned with environmental differences and their effects on native cultures.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits

Anth 233 New World Prehistory
A broadly based survey of prehistoric societies in North and South America from the peopling of the New World to the period of initial European contact, including the application of archaeological materials to the reconstruction of culture history and the interpretation of contemporary problems in American Indian societies.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 234 Old World Prehistory
A consideration of the prehistory of Africa, Europe, Asia and Australia, from the origins of man's cultural adaptation to the agricultural revolution.
Prerequisite: Anthropology 101 and 141 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Nelson

Anth 237 Prehistoric Agriculture
This course examines the origins and consequences of the agricultural revolution in both the Old World and the New World.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Nelson

Anth 241-242 Field Research in Anthropology
Supervised sequence of field research within one of the subdisciplines of Anthropology, Biological Anthropology, Archaeology, Social-Cultural Anthropology, Linguistics. Continuous study in a field situation directed by a professional anthropologist. Grading on a pass-fail basis. May include attendance at field schools directed by qualified faculty outside the University with permission of the student's department. A student may receive a maximum of six credits toward the major.
Prerequisite: Anthropology 101 or permission of instructor.
Six Weeks of Continuous
Field Research 3 Credits
Staff

Anth 250 Elements of Social Organization
Basic concepts and ethnographic data on the social organization of non-western societies will be introduced and used to explore major contemporary theories of social structure.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Harwood

Anth 251 Comparative Ethnology
A systematic comparative approach to description and analysis of culture types and culture areas. Intensive comparative analysis of representative cultures and social structures with special reference to theories of ecological adaption and sociocultural evolution.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Ayres

Anth 254 Psychological Anthropology
A consideration of interrelationships between personality and culture; the effects of culturally patterned experience on personality formation. The role of psychological processes as determinants of culture.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Ayres, Mr. Landy

Anth 257 Medical Anthropology
Man's ecological adaptions to disease and illness in prehistorical, historical, and transcultural perspective. Medical systems considered as cultural and social systems related intimately to social structure, religion, economics, distribution of power and other aspects of a society's life-ways.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Harwood, Mr. Landy

Anth 261 Economic Anthropology
The study of pre-industrial and peasant-nonmonetized, non-western economic systems. The relationships between economy and sociocultural systems.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Fazel, Ms. Olmstead

Anth 263 Cultural Ecology
The interrelationships among human populations, human institutions, and their physical environment.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Fazel, Ms. Olmstead

Anth 264 Political Anthropology
A comparative approach to pre-industrial and non-western political organization considered as parts of sociocultural systems. Emphases include political activity, competition for power and authority, leadership, decision-making, types of political systems, dynamics of change, archaic rebellions, etc.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Fazel, Mr. Berde

Anth 267 Anthropology of Religion
A comparative study of religion, including belief systems, ritual and myth.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Olmstead, Mr. Harwood

Anth 270 Peoples and Cultures of Mesoamerica
Survey of mesoamerican ethnology. Social change in modern mesoamerica, the modernization process and its relation to rural society, urbanization and the development of contemporary elites.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 271 Indians of North America
An introductory survey of North American Indian societies and culture. Emphasis will be placed on the descriptive comparison of selected Indian societies through the study of North American culture areas, levels of socio-cultural integration, places of Indian history, and contact with Euro-American culture.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Berde

Anth 272 Cultures of Oceania
A broadly based survey of the history, ethnography, and modernization of Oceania, including Micronesia, Polynesia, Melanesia, Australia.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Berde

Anth 273 Peoples and Cultures of Africa
In-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Harwood, Ms. Olmstead

Anth 274 Afro-American Ethnology
Prerequisite: Anthopology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Kaplan

Anth 275 Peoples and Cultures of East Asia
An overview of the development of civilizations of China and Japan. Emphasis on understanding norms, values and behavioral patterns of these peoples in pre-modern and contemporary periods. Discusses kinship, religion, literature, urban and rural life, intellectual thrusts, and organized action.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Kim

Anth 276 Peoples and Cultures of Europe
Anthropological approaches to the study of European societies and cultures based primarily on the description and analysis of small local communities, their internal social organization, and their external relations with the national state.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 277 Celtic Communities
Anthropological approaches to the study of Celtic communities in Ireland, Wales and Brittany. The course will emphasize the community approach, the description, analysis and comparison of local rural communities and their external relations with urban centers and the nation state.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 279 Peoples and Cultures of the Middle East
Survey of Middle Eastern ethnology. An anthropological approach to the contemporary Middle East, with special emphasis upon nomadic and peasant populations.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Fazel

Anth 285 Language and Culture
An examination of the relationships between language and culture, with special emphasis on the relevance of linguistic analysis and the study of speech as social behavior to problems of Anthropology.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 4 Credits
Ms. Takaki

Anth 350 Kinship
Basic concepts and ethnographic data on kinship in Western and non-Western societies will be introduced and used to highlight major contemporary approaches to the study of social structure.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Takaki, Mr. Harwood

Anth 355 Sex Roles and Relationships
Cross-cultural variation in economic, political, and parental roles of women and men in preliterate and non-Western societies with special reference to the causes and consequences of this variation.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Ayres

Anth 360 Primate Socialization
The relations between non-human primate infants and other troop members will be examined. The focus will be on how special experiences from infancy until adulthood shape an individual's future social behavior. Topics discussed will include critical periods, attachment formation, sex differences and acquisition of sex roles, play behavior, aunting and other care-taking behaviors.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Bishop

Anth 373 African Religions
The course deals with African religious beliefs and practices, and the structures and nature of African societies and the functions of religion within them.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 381 Methods of Cross-Cultural Research
An introduction to the theory and method of cross-cultural research. Practice in the design and implementation of a limited cross-cultural study.
Prerequisite: Two advanced courses in Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Ayres

Anth 383 Anthropological Theory
Survey of the major theoretical positions and concepts in social and cultural Anthropology, with special reference to problems of structure, function and process.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 478-479 Directed Study I, II
Advanced students may be invited by the department to conduct independent research. Supervision and guidance by members of the faculty.
Prerequisite: Anthropology 101 or permission of instructor.
Hrs. by Arrangement 3 Credits
Staff

Anth 480-481 Special Topics Seminar I, II
Intensive study of special topics, varying each year according to instructor.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 490 Honors Seminar
An intensive program of study centering on major concepts, theories, and current issues in Anthropology. Seminar content might include topics such as the nature and evaluation of evidence in Anthropology, the relationship between normative rules and behavior, culture change as conceptualized and treated in Archaeology, Ethnology, and Linguistics, and the concept of adaption as applied to biological and sociocultural systems, presented in conjunction with appropriate readings and papers. In addition, students will select honors thesis topics and begin work on them under direction of a thesis advisor.
Prerequisite: Four upper division courses in Anthropology, 3.5 GPA in the major, departmental permission.
Hrs by Arrangement 3 Credits
Staff

Anth 491 Honors Colloquium
An intensive program of individual research conducted under the direction of an honors advisor and leading to the presentation of an honors thesis. Student progress will be monitored in a colloquium devoted to discussions between students and advisors of methods, insights, and common problems, and finally to the presentation by each student of an oral report on his completed research.
Prerequisite: Completion of Anthropology 490 with a grade of A.
Hrs by Arrangement 3 Credits
Staff

Anth Tutorials in Anthropology
Optional programs of intensive study taken in conjunction with any regular upper division class and centered around a special topic related to the subject matter of the course. Tutorials involve regular meetings of the instructor and student together with appropriate reading and writing assignments. Work undertaken in the tutorial is in addition to and graded separately from the regular course work.
Prerequisite: Permission of instructor.
Hrs by Arrangement 1 Credit
Staff

ART

COLLEGE II

Bates Lowry, Ph.D., Professor of Art and Chairman; Renee M. Arb, Ph.D., Associate Professor of Art; Ruth Butler, Ph.D., Associate Professor of Art; Robert Risse, Ph.D., Associate Professor of Art; Harold Thurman, M.A., Associate Professor of Art; Ros Barron, B.F.A., Assistant Professor of Art; Warren Hill, Assistant Professor Art; Robert Knott, Ph.D., Assistant Professor of Art; Ben C. Peterson, M.F.A., Assistant Professor of Art; Marcia Lloyd, M.F.A., Instructor in Art; Susan Bush, Ph.D., Lecturer in Art; Daniel McCall, Ph.D., Lecturer in Art; Carolyn Conrad, B.F.A., Part-time Lecturer in Art; Stephen A. Frank, M.F.A. Part-time Lecturer in Art; Dana C. Gordon, M.A., Part-time Lecturer in Art; Carol F. Jopling, Ph.D., Part-time Lecturer in Art; Pauline Joseph, M.A., Part-time Lecturer in Art; Patricia R. Lehman, M.F.A., Part-time Lecturer in Art; Sonia C. Simon, M.A., Part-time Lecturer in Art; Margaret S. Smith, M.A., Part-time Lecturer in Art; Richard H. Stroud, Certificate, Part-time Lecturer.

GRADUATION REQUIREMENTS

Majors in Art are required to take one introductory level course in both art history and creative work and a minimum of eight advanced courses which collectively provide a distribution among historical styles and media acceptable to a Departmental advisor. With permission of the Department, honor students may substitute a senior thesis for one or two of the advanced courses.

Art 100 Introduction to the Language of Art
The nature of form, content, technique, and style in painting, sculpture, architecture and graphic arts. Designed to sharpen the student's response to original works. Museum meetings alternated with lecture discussions on key problems.
3 Lect Hrs 4 Credits
Staff

Art 110 Heritage of Art
The course will take a broad look at our artistic heritage and how the understanding of it changed during the nineteenth century. It will begin with the American sense of "heritage" at the time of Thomas Jefferson and end with the ideas of the great public collectors in the late nineteenth century. A large number of major monuments will be covered.
4 Lect Hrs 4 Credits
Staff

Art 175 Visual Fundamentals
Development of visual awareness through projects, lectures, discussions which use the camera and other media as a means of establishing new and creative relationships with a visual environment.
4 Lect Hrs 4 Credits
Staff

Art 195 Introduction to Film Analysis
A non-historical course intended to provide an understanding of the elements of film language, the basic film genres and certain major film styles. Intensified examination of a few selected films representing narrative, documentary and experimental techniques through the study of scripts, the use of replay and the analysis of film excerpts.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Risse

Art 212 Medieval Art
A survey of major currents from the Edict of Milan AD 315 to the transition from the Middle Ages to the Renaissance. Painting, sculpture, architecture, as well as the minor arts, will be considered.
3 Lect Hrs 3 Credits
Staff

Art 217 Introduction to Italian Renaissance Painting
The creation and flowering of the early Renaissance style in Florence. Masaccio, Fra Angelico, Piero della Francesca, Botticelli and Leonardo da Vinci, among others, their relationship to the different esthetic and intellectual responses in the various local centers.
3Lect Hrs 3 Credits
Ms. Arb

Art 218 Italian Renaissance Painting the Golden Age
A definition of high Renaissance classicism of the particular form the style took in Rome and Venice in the first three decades of the 16th century. Concentration on the careers of Raphael, Del Sart, Michelangelo, Giorgione, Titian and Correggio, with reference to relevant lesser personalities.
3 Lect Hrs 3 Credits
Ms. Arb

Art 221 Italian Sculpture, 1300 to 1600
A survey of the various styles and subjects of Italian sculpture, stressing the work of major artists such as Pisano, Ghiberti, Donatello, Michelangelo, Cellini and Giambologna.
3 Lect Hrs 3 Credits
Ms. Arb

Art 225 Renaissance and Baroque Art
A survey of European art from 1400 to 1750.
3 Lect Hrs 3 Credits
Ms. Arb

Art 226 Art of the Baroque
A panorama of the visual arts of Italy, Spain, France, Holland, and England considered in relation to the expanded social geographical horizons of the 17th century.
3 Lect Hrs 3 Credits
Staff

Art 234 19th and 20th Century Art
A broad survey of the period with major emphasis on painting. Focus in the nineteenth century on the relationship between the visual arts and the significant changes in social and political attitudes in the twentieth century on such movements as cubism, German expressionism, and surrealism, and on such artists as Matisse, Picasso, Duchamp and Miro, with a brief look at developments in art since World War II.
3 Lect Hrs 3 Credits
Mr. Knott

Art 236 19th Century Art
A broad survey of the visual arts stressing the vigorous counterpoint of esthetic and social forces during a century of dynamic change. Emphasis on European painting.
3 Lect Hrs 3 Credits
Ms. Butler

Art 246 20th Century Art
An introduction to the multiple innovations of style, theory, materials and techniques in the art of this century, and to the leading European painters and sculptors. Concentration on the first four decades when cubism, expressionism, fauvism, surrealism were developed.
3 Lect Hrs 3 Credits
Mr. Knott

250 Contemporary Art
Study of the visual arts from World War II to the present, dealing with such movements as abstract expressionism, pop art, minimal art and new realism.
3 Lect Hrs 3 Credits

Art 252 Modern Architecture
Problems in the theory of architectural design during the era of Romantic Classicism and the evolution of new potentials in the 19th century. The role of technology, new structural solutions, methods of construction and the development of new conceptions of space for contemporary buildings.
3 Lect Hrs 3 Credits
Staff

Art 257 Aspects of Buddhist Art
A comparative survey of Buddhist architecture, sculpture and painting with material which ranges from the rock-cut caves of India to the Zen ink paintings of Japan. Illustrates the development of Buddhist doctrines in Asia.
3 Lect Hrs 3 Credits
Ms. Bush

Art 258 Far Eastern Painting
The relationship of Chinese and Japanese painting, stressing the special characteristics of each. Scroll paintings, screen and Japanese prints are discussed.
3 Lect Hrs 3 Credits
Ms. Bush

Art 260 Chinese Painting
The evolution of Chinese painting into a unique art form, its theory and social implication.
3 Lect Hrs 3 Credits
Ms. Bush

Art 261 Indian Arts and Its Influence
The sculpture, architecture and painting of India and their influence in the Far East and Southeast Asia, including an introduction to the religious background of Buddhism and Hinduism.
3 Lect Hrs 3 Credits
Ms. Bush

Art 262 The Arts of China
A survey that will investigate the art forms that have been most important in China over a 4,000 year period. They will be considered in the context of the literature and social organization of the individual periods.
3 Lect Hrs 3 Credits
Ms. Bush

Art 264 The Art of Africa
An introduction to the African arts, especially carved figures, masks, rock and wall paintings, textiles and rural objects in relation to the ethnic background as well as esthetic expression. Art historical problems within the continent and the impact of African forms on other cultures of the 19th and 20th centuries.
3 Lect Hrs 3 Credits
Mr. McCall

Art 266 North American Indian Art
An examination of art forms and styles of American Indians north of Mexico, concentrating on relationships of art to its society with emphasis on the structural analysis of form and pattern, the impact of European culture, the role of the artist and the relationship of technology and environment to the art form.
3 Lect Hrs 3 Credits
Staff

Art 267 Origins and Development of Western Architecture
The evolution of architecture from its beginning in Mesopotamia, Egypt and Greece through its development in the Renaissance and Baroque periods, with special attention to the relation of man and environment, the articulation of space and the theory of architectural design.
3 Lect Hrs 3 Credits
Staff

Art 270 History of Film
History of the medium from 1895 to the present, through those films recognized as masterpieces of the art or those which have presented new technical-conceptual inventions in the cinematic vocabulary. Class time includes film screening, lecture and discussion.
3 Lect Hrs, 1 Hr Film Screening 3 Credits
Mr. Gordon

Art 275 Visual Experiments
Development of visual awareness and understanding visual modes of expression through assigned problems requiring individual solutions.
Prerequisite: Art 175.
4 Lect Hrs 3 Credits
Staff

Art 281 Drawing I
Basic materials and techniques, with emphasis on drawing as a primary means for the description and interpretation of man and his environment. Problems in still life, landscape, and life drawing.
Prerequisite: Art 100 or Art 175.
4 Lect Hrs 3 Credits
Staff

Art 293 Photography I
This course introduces the student to basic issues in photography. Mechanics of the camera, techniques of the darkroom, and creative and personal import. Illustrated lectures, class critiques, and assigned lab hours. Some attention is given to the history of photography and its more significant creative impulses.
Prerequisite: Art 175.
2 Lect Hrs, 2 Lab Hrs 3 Credits
Mr. Hill

Art 295 Film Video I
A course whose basic aim is that of the traditional beginning filmmaking course, employing both super-8 and 1 2 inch videotape equipment. The course is organized around weekly assignments of increasing complexity designed to allow the student to explore the communicative and expressive possibilities of the moving image.
6 Hrs Lect and Lab Combined 3 Credits
Mr. Risse

Art 321 Mannerism in the Visual Arts, 1520 to 1600
An exploration of the new style developed in Italy in reaction to Raphael's classicism which spread to northern Europe between the high Renaissance and the Baroque. From theory and content in relation to the social crises of the reformation and the counter-reformation. The psychology of mannerism and its relationship to the modern age.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Arb

Art 347 Sources of 20th Century Painting
A study of Cezanne, Van Gogh and Gauguin, the symbol ists and art nouveau, and the late 19th century break with the artistic premises of the Renaissance.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Knott

Art 349 Modern Sculpture
Emphasis on the 19th century origins of modern sculpture and the range of sculptural expression achieved during the 20th century. Field trips required.
Prerequisite: Permission of instructor.
Ms. Butler

Art 351 European Painting and Sculpture, 1925 to 1940
Specific themes developed in this fifteen year period by the painters Picasso, Klee, Miro, Ernst; the sculptors Brancusi, Moore, Arp and Lipschitz will be explored to show the relationship between the work of art and contemporary ideas in psychology, anthropology and primitive mythology.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Knott

Art 352 American and European Influences in American Art
A study of the major artists and themes in 19th and 20th century American art focusing on what is peculiarly American in terms of both style and attitude.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Knott

Art 353-354 Problems in Architecture
A topic course designed to provide in-depth study of the historical and contemporary ideas, issues and major figures in architecture and urban planning. Topics will vary by semester and instructor. Consult current course announcement.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Art 365 Aesthetics in African Culture
A survey of the expressive media of African cultures with an attempt to perceive the relationship between architecture, sculpture, music, dance and oral literature. Taped music and filmed dancing, readings in recorded folk literature, and slides of sculpture, painting and architecture will provide materials for the course.
3 Lect Hrs 3 Credits
Mr. McCall

Art 370 Naturalism and Realism in Art
Considering the controversy behind their definition, the course examines these ideas in the art of antiquity and by contrasting Renaissance and Baroque concepts of naturalism. Special stress is laid on naturalism and realism in the 19th century and on how the role of photography has changed 20th century ideas of realism.
3 Lect Hrs 3 Credits
Ms. Butler

Art 373 Images of Women in Art
A lecture course dealing with the varied ways in which women have been portrayed in painting, sculpture, and prints. Topics will deal with the depiction of both the positive and negative aspects of woman's conventional roles. Woman as allegory and portraits of women will be examined as well as the historical situation of the woman artist.
3 Lect Hrs 3 Credits
Ms. Arb

Art 381 Drawing II
Continuation of work begun in Drawing I, involving problems in a number of drawing media (ink, charcoal, pencil, chalk, etc.) approached through work with still-life, landscapes, and the human figure.
Prerequisite: Drawing I and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Art 382 Drawing III
Continuation of major concerns in Drawing II with a new emphasis on the integration of these issues into a pictorial statement.
Prerequisite: Drawing II and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Art 383-384 Painting Workshop
Specific problems are developed in or through painting media which differs from semester to semester.
Prerequisite: 3 studio courses and permission of instructor.
Staff Credits

Art 385-386 Three-Dimensional Workshop I, II
This course takes up issues basic to three-dimensional form, such as particular materials and techniques, or it may take up topics to be solved by three-dimensional means. Content devised for a particular semester will not be repeated.
Prerequisite: Three studio courses in Art.
3 Lect Hrs — 3 Credits
Staff

Art 389 Graphics Workshop
This course will consist of a series of problems in pattern systems, composition, and personal symbology manifested through simple printing techniques (linocuts, stencils, etc.) plus some use of color papers and inks. It should be of particular interest to those students who anticipate art teaching careers.
Prerequisite: 3 studio courses and permission of instructor.
Staff — Credits

Art 395 Film Video II
A second semester of practice in the organization and execution of moving imagery and sound.
Prerequisite: Art 295.
3 Lect Hrs, 2 Lab Hrs — 3 Credits
Mr. Risse

Art 411 The Classical Tradition in Western Art
The Greco-Roman tradition in art and philology in periodic re-appearances or revivals of classical style and theory from the Middle Ages through the period of the first Empire in France.
Prerequisite: Permission of instructor.
3 Lect Hrs — 3 Credits
Staff

Art 421 Sculpture, Form and Meaning
An intensive study of the special qualities of the art of sculpture types, techniques, function, iconography and style explored in lectures, discussions, and field trips. Preference given to senior Art majors.
Prerequisite: Permission of instructor.
3 Lect Hrs — 3 Credits
Ms. Arb

Art 431 Portraiture
An investigation of the nature and scope of portraiture in the history of art, concentrating on the ideas that motivate the making of human likeness rather than on the various categories individual, group, self, donor, state, allegorical, etc.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs — 3 Credits
Ms. Arb

Art 478-479 Independent Study I, II
Independent investigation of a special area under the supervision of a qualified professor. Open only to a very limited number of students in any one semester. A written prospectus of the project is required of applicants.
Prerequisite: Permission of instructor or department chairman.
Hrs by Arrangement — 3 Credits
Staff

Art 480-481 Seminar in Visual Studies I, II
Designed primarily for the art major to provide advanced work in areas and topics not normally offered in existing courses. Course content will vary with instructor. May be repeated for credit.
Prerequisite: Permission of instructor.
3 Lect Hrs, 4 Lab Hrs — 3 Credits
Staff

Art 488-489 Special Problems — Field Work I, II
An independent project with an off-campus focus under the supervision of a qualified professor or approved agency. Open to a limited number of students in any semester. A written prospectus of the project is required of all applicants.
Prerequisite: Permission of instructor and department chairman.
Hrs by Arrangement — 1-3 Credits
Staff

Art 586 Practice Teaching and Methods of Art in Secondary Schools
The issues, principles and methods of teaching art in the schools. Supervision and critique of practice teaching.
Prerequisite: 6 hours Education courses admission to Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs, practice teaching — 9 Credits
Staff

BIOLOGY

COLLEGE I

Herbert Lipke, Ph.D., Professor of Biology and Chairman; Lawrence Kaplan, Ph.D., Professor of Biology; Bettina Harrison, Ph.D., Associate Professor of Biology; Fuad Safwat, Ph.D., Associate Professor of Biology; Richard White, Ph.D., Associate Professor of Biology; Vorsila Bohrer, Ph.D., Assistant Professor of Biology; Jeremy Hatch, Ph.D., Assistant Professor of Biology; Christine Kibel, Ph.D., Assistant Professor of Biology; Stanley Krane, Ph.D., Assistant Professor of Biology; George Langford, Ph.D., Assistant Professor of Biology; Bruce A. Menge, Ph.D., Assistant Professor of Biology; Michael Rex, Ph.D., Assistant Professor of Biology; Martha Richmond, Ph.D., Lecturer in Biology; Karlene Schwartz, M.S., Lecturer in Biology; Margaret Studier, M.S., Lecturer in Biology.

COLLEGE II

John H. Schultz, Ph.D., Associate Professor of Biology and Acting Chairman of Biology; Walter Rosen, Ph.D., Professor of Biology; Nevin Weaver, Ph.D., Professor of Biology; Ruth Bennett, Ph.D., Associate Professor of Biology; John A. Freeberg, Ph.D., Associate Professor of Biology; Martha Matteo, Ph.D., Associate Professor of Biology; Claire VanUmmersen, Ph.D., Associate Professor of Biology; H. Garrison Wilkes, Ph.D., Associate Professor of Biology; Stuart W. Bradford, Ph.D., Assistant Professor of Biology; Elizabeth A. Davis, Ph.D., Assistant Professor of Biology; Lorraine Larison, Ph.D., Assistant Professor of Biology; David J. Policansky, Ph.D., Assistant Professor of Biology; Wesley Tiffney, Ph.D., Assistant Professor of Biology; Richard A. Stone, B.S., Instructor in Biology; Janice L. Bolaffi, M.A., Lecturer in Biology.

GRADUATION REQUIREMENTS

All students who major in Biology take certain basic courses in Science and Mathematics, but should recognize that there are different ways to complete the major.

Majors may take Biology 101-102, one year of Chemistry for science majors, one year of Physics, one year of Mathematics, preferably calculus, and three 2-semester courses in advanced biology (211-2, 241-2, 271-2).

In place of one of the three advanced biology courses, equivalent credits in advanced chemistry, especially organic or physical chemistry, or in advanced physics or mathematics may be presented. Students must consult with their major advisor to determine which of the advanced courses to be taken outside of the Biology Department are acceptable.

EXEMPTION FROM INTRODUCTORY BIOLOGY

Students may satisfy the Biology Department majors requirement for elementary biology (Biology 101-102 or 101-104) and/or one year of the natural sciences core requirement through a special qualification program in Biology. Interested students who have a strong background in secondary school biology should 1) contact the Biology Department for an interview and 2) take a written examination in biology to be offered prior to registration for the fall term. On the basis of the interview and the examination the student may be granted exemption from Biology 101 and 102 or Biology 101-104.

GRADUATE PROGRAM

A complete description of the graduate program in Biology appears in a section on graduate programs at the end of this catalog.

All 600 level courses are open to both undergraduate and graduate students.

Biol 101 Introduction to Biology
An integrated one semester course, stressing the principles of biology. Intended for majors in humanities and social sciences, but may serve as one semester prerequisite for advanced biology courses.
3 Lect Hours, 3 Lab Hours — 4 Credits
Staff

Biol 102 Human Biology — Genetics and Physiology of Humans
Continuation of Biology 101, intended for non-science majors. Genetics, evolution, physiology and population biology of the human organisms. Biological aspects of current social problems.
Prerequisite: Biology 101.
3 Lect Hrs, 3 Lab and Disc Hrs — 4 Credits
Staff

Biol 111 General Biology I
An integrated course stressing the principles of biology. Life examined at the molecular, cellular, organismal and population levels. Structure considered in relation to function. Emphasis on evolution as the major unifying principle of biology. Designed for biology and other majors in natural sciences.
3 Lect Hrs, 3 Lab Hrs — 4 Credits
Staff

Biol 112 General Biology II
Continuation of Biology 101, intended for students majoring in biology or other natural sciences.
Prerequisite: Biology 111.
3 Lect Hrs, 3 Lab Hrs — 4 Credits
Staff

Biol 211 Biology or Organisms I
The major group of protists, plants and animals studied to elucidate the principles of reproduction, growth, development, maintenance, integration and responses to the environment.
Prerequisite: Biology 102.
3 Lect Hrs, 6 Lab Hrs — 5 Credits
Staff

Biol 212 Biology of Organisms II
The major group of protists, plants and animals studied to elucidate the principles of reproduction, growth, development, maintenance, integration and responses to the environment.
Prerequisite: Biology 102 and 211.
3 Lect Hrs, 6 Lab Hrs — 5 Credits
Staff

Biol 213 Biology of Organisms Lecture I
The lecture portion of Biology 211.
Prerequisite: Biology 102.
3 Lect Hrs — 3 Credits
Staff

Biol 214 Biology of Organisms Lecture II
The lecture portion of Biology 211.
Prerequisite: Biology 102 and 213.
3 Lect Hrs — 3 Credits
Staff

Biol 241 Biology of Populations I
Principles of heredity in animals — including man and plants, cytogenetics and population genetics. Introduction to natural selection and evolution, speciation of animals. Field trips, laboratory experiments in genetics, introduction to statistics and computers.
Prerequisite: Biology 102 or permission of instructor.
3 Lect Hrs, 6 Lab Hrs — 5 Credits
Staff

Biol 242 Biology of Populations II
A continuation of Biology 241. Mechanisms of speciation in plants. Population ecology — mathematical theory and examples of population dynamics of competition, predation, and other population interaction. Ecology of biological communities — community structure e.g. trophic webs, energy flow, species diversity, succession and control mechanisms, biogeographical theory and pattern. Individual field and or laboratory projects. Class field trips.
Prerequisite: Biology 241 or permission of instructor.
3 Lect Hrs, 6 Lab Hrs — 5 Credits
Staff

Biol 243 Biology of Populations Lecture I
The lecture portion of Biology 241.
Prerequisite: Biology 102 or permission of instructor.
3 Lect Hrs — 3 Credits
Staff

Biol 244 Biology of Populations Lecture II
The lecture portion of Biology 242.
Prerequisite: Biology 243 or permission of instructor.
3 Lect Hrs — 3 Credits
Staff

Biol 271 Biology of Cells I
The cytology and fine structure of cells in relation to the production of energy for growth and reproduction. The chemistry of the life process considered in detail as a tool for inquiry into current problems in Biology. The laboratory introduces modern techniques in molecular genetics, tissue ultrastructure and function, and the structure and function of macromolecules.
Prerequisite: Biology 102, Chemistry 153-154 or 155-156. Chemistry 153 or 155 may be taken simultaneously with Biology 271. This last requirement may be waived in unusual circumstances with consent of the staff.
3 Lect Hrs, 6 Lab Hrs — 5 Credits
Staff

Biol 272 Biology of Cells II
Structure and function of the nucleus. The biochemical mechanisms of growth and reproduction at the molecular level. Laboratories as in Biology 271.
Prerequisite: Biology 271.
3 Lect Hrs, 6 Lab Hrs — 5 Credits
Staff

Biol 273 Biology of Cells Lecture I
The lecture portion of Biology 271.
Prerequisite: Biology 102, Chemistry 153-154 or 155-156. Chemistry 153 or 155 may be taken simultaneously with Biology 271.
3 Lect Hrs — 3 Credits
Staff

Biol 274 Biology of Cells Lecture II
The lecture portion of Biology 272.
Prerequisite: Biology 271 or 273.
3 Lect Hrs — 3 Credits
Staff

Biol 478-479 Independent Study I, II
Laboratory or library research under the guidance of a faculty adviser, resulting in a thesis presented to the biology staff. Usually taken by candidates for honors in Biology and other qualified students who meet departmental requirements for independent study. Interested students should apply to the Honors and Special Courses Committee of the Biology Department during the middle of the second semester of their junior year.
Prerequisite: Cumulative average of 2.5 or better, completion of at least two semesters of one of the advanced biology courses with a 3.0 average or better.
Hrs by Arrangement 1-3 Credits
Staff

Biol 481-482 Special Topics I, II
Detailed study of a specialized field of biology. Several topics may be offered each semester.
Prerequisite: Permission of instructor.
1 Lect Hr 1 Credit
Staff

Biol 500 Field Biology on Nantucket
Summer only, requires written reports on original research projects on the field biology of Nantucket Island. Meets every weekday from late July through August at the university's field station on Nantucket. Lectures, seminars and individual consultation arranged. Mainland students live at the station and are responsible for modest expenses.
Prerequisite: Biology 102 and permission of instructor.
Hrs by Arrangement 1-6 Credits
Staff

Biol 525 Directed Research on Nantucket
Summer only, requires written reports on original research projects at the university Nantucket Field Station under the direction of a specific staff member. In general, projects will be carried out during the first half of the summer, but by arrangement, some work may be accomplished at other times during the year. The project should be planned well in advanced of the time that the field work is to be done. Mainland students live at the field station and are responsible for modest expenses.
Prerequisite: Previous experience in field biology, substantial background in biology and related subjects and permission of the instructors.
Hrs by Arrangement 1-6 Credits
Staff

Biol 586 Practice Teaching and Methods of Biology in Secondary Schools
The issues, principles and methods of teaching Biology in the schools. Supervision and critique of practice teaching. Biology majors are advised to check scheduling practice teaching with department.
Prerequisite: 6 hours education courses and admission to Teacher Certification Program.
3 Lect Hrs, 20 Hrs Practice Teaching 9 Credits
Staff

Biol 604 Biology of Cities
Aspects of the origin and development of cities relevant to human biology, food, air, water, energy, waste and flow of those resources into and out from cities.
Prerequisite: Biology 101, 102 and permission of instructor.
Staff 3 Credits

Biol 610 Ethnobotany
Review of studies on plants use by non-industrial societies in historic and prehistoric times; productivity, physiological ecology, geography and morphology of selected plant groups, relevant to human subsistence.
Prerequisite: Permission of instructor.
Staff 2 Credits

Biol 613 Laboratory in Archeological Botany and Palynology
Laboratory tutorial. Recovery, identification and analysis of macroscopic remains, pollen and spores from archeological and geological deposits, interpretation of the data derived and their botanical, archeological and paleoecological applications.
Prerequisite: Biology 610 and permission of instructor.
Staff 2-5 Credits

Biol 618 Evolution Under Domestication
The origin, evolution and phylogenetic relationships of domesticated and semi-domesticated plants and animals; the influence of cropping and herding on natural floras and faunas of the world.
Prerequisite: Biology 241-242 or equivalent and permission of instructor.
Staff 3 Credits

Biol 620 Taxonomy of Seed Plants
Evolutionary relationships of orders and families of spermatophytes, systems of classification, identification of local flora.
Prerequisite: Biology 211-212 or equivalent and permission of instructor.
Staff 2 Credits

Biol 630 Natural History of Marine Invertebrates
A lecture and field course devoted to the examination of convergent and divergent ecological, behavioral and morphological adaptions. The first half consists of lectures and demonstration laboratories; the second half, marine organisms in different habitats. The course will draw heavily on the resources of Boston Harbor. Includes weekly field trips.
Prerequisite: Biology 211-212 or Biology 241-242 and or permission of instructor.
Staff 3 Credits

Biol 638 Advanced Ecology
Concentration on important concepts of population and community ecology. Topics covered include population dynamics, life history strategies, theory of R- and K- selection, competition, predation, community organization, and species diversity, Particular emphasis is placed on the relationship between theoretical and empirical ecology. A weekly tutorial will provide opportunity for greater discussion of material covered in lecture.
Prerequisite: Biology 241-242 or permission of instructor.
Staff 3 Credits

Biol 642 Biogeography
A study of geographical distribution patterns in plants and animals. Includes historical and descriptive aspects of the distributions of comparative tests of island biogeography theory, the population different taxa, the theory of island biogeography, experimental and genetics and evolutionary strategies of colonizing species. Lectures by instructor, one discussion session per week, independent research by students that will be presented to the class in seminar form.
Prerequisite: Biology 241-242 or equivalent. Some knowledge of statistics and calculus highly recommended.
Staff

Biol 644 Marine Botany
The systematics and ecology of marine plants, with emphasis on the algae. The current literature is employed to delineate unsolved problems.
Prerequisite: Biology 211-241 and Biology 241-242 and or permission of instructor.
Staff 4 Credits

Biol 650 Advanced Animal Behavior
Studies of communication and of the evolution and ecological significance of social behavior.
Prerequisite: Permission of instructor.
Staff 3 Credits

Biol 660 Seminar in Developmental Biology
Current problems in developmental biology. Molecular and cellular differentiation, and pattern determination.
Prerequisite: Biology 211-212.
Staff 3 Credits

Biol 666 Seminar in Neuro-Biology
Structure, function and development of sensory receptors, neurons and muscles.
Prerequisite: Biology 211-212 and or permission of instructor.
Staff 3 Credits

Biol 670 Tissue and Organ Culture
Methods of plant and animal tissue and organ culture will be presented with special emphasis on problems of differentiation and morphogenesis in vitro. Introduction of certain techniques now used in plant protoplast culture and for hybridization of somatic cells in plants and animals. Provisions will be made for independent projects during the course.
Prerequisite: Permission of instructor.
Staff 3-4 Credits

CHEMISTRY

Leverett J. Zompa, Ph.D., Associate Professor of Chemistry and Chairman; J.P. Anselme, Ph.D., Professor of Chemistry; Ernest I. Becker, Ph.D., Professor of Chemistry; Daniel A. Laufer, Ph.D., Associate Professor of Chemistry; Chi-Hua Wong, Ph.D., Professor of Chemistry; Robert I. Gelb, Ph.D., Associate Professor of Chemistry; Thomas N. Margulis, Ph.D., Associate Professor of Chemistry; Lowell M. Schwartz, Sc.D., Associate Professor of Chemistry; Hans Van Willigen, Ph.D., Associate Professor of Chemistry; Joseph S. Alper, Ph.D., Assistant Professor of Chemistry; Robert L. Carter, Ph.D., Assistant Professor of Chemistry; Walter E. Weibrecht, Ph.D., Assistant Professor of Chemistry; Elliot M. Weinstock, Ph.D., Assistant Professor of Chemistry; H. Michael Widmer, Ph.D., Assistant Professor of Chemistry; Kenneth F. Cerny, B.S., Instructor in Chemistry; Catherine Koerntoen, Ph.D., Lecturer in Chemistry; Jan Krouwer, Ph.D., Lecturer in Chemistry; Nancy Wang, Ph.D., Lecturer in Chemistry.

GRADUATION REQUIREMENTS

Chemistry majors will take a basic group of courses in chemistry, mathematics and physics which will satisfy usual requirements appropriate to pre-professional training in chemistry or teaching or to certain interdisciplinary fields of study.

All majors in Chemistry are required to take Chemistry 103-104, 153-154, 198, 241-242, and 269-270; Mathematics 150-151 and Physics 113-114 and either 171-172 or 181-182 laboratories. Students interested in majoring in Chemistry should immediately contact the Chemistry Department to be assigned a faculty advisor who will help plan a sequence of courses suitable to the students' interests.

GRADUATE PROGRAM

A complete description of the graduate program in Chemistry appears in a section on graduate programs at the end of this catalog.

Chem 101 Chemical Science I
First semester of a one-year introductory course for non-science majors. The basic principles of atomic structure, molecular structure and chemical change. Topics include atomic theory, the periodic table, chemical bonding and thermochemistry.
3 Lect Hrs, 1 Disc Hr 4 Credits
Staff

Chem 102 Chemical Science II
Systematic descriptive chemistry and the chemistry of biological substances.
3 Lect Hrs, 2 Disc Hr 4 Credits
Staff

Chem 103 Chemical Principles I
Introduction to the fundamental principles of chemistry including structure, the periodic table of the elements, chemical bonding and molecular structure, states of matter based on kinetic theory, chemical kinetics, equilibria, and elementary thermodynamics. Laboratory work presents an introduction to methods of quantitative chemical techniques.
3 Lect Hrs, 3 Lab Hrs,
1 Disc Hr Optional 5 Credits
Staff

Chem 104 Chemical Principles II
Introduction to electrochemistry, oxidation-reduction reactions, elements based on principles already introduced. Laboratory work presents qualitative and quantitative analysis.
Prerequisite: Chemistry 103.
3 Lect Hrs, 3 Lab Hrs,
1 Disc Hr Optional 5 Credits
Staff

Chem 153 Organic Chemistry I
An intensive survey of the synthesis and properties of the main classes of organic compounds including mechanistic discussions of their reactions. Laboratory illustrates the preparation, purification and identification of organic compounds by classical experimental methods with an introduction to modern purification, analytical and instrumental techniques.
Prerequisite: Chemistry 104.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 154 Organic Chemistry II
An intensive survey of the synthesis and properties of the main classes of organic compounds including mechanistic discussions of their reactions. Laboratory illustrates the preparation, purification and identification of organic compounds by classical experimental methods with an introduction to modern purification, analytical and instrumental techniques.
Prerequisite: Chemistry 153.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 155 Organic Chemistry for Biology Majors I
A survey of the synthesis and properties of the main classes of organic compounds including mechanistic discussions of their reactions. Special topics in natural products and processes laboratory same as Chemistry 153. Primarily for biology majors.
Prerequisite: Chemistry 104.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 156 Organic Chemistry for Biology Majors II
A survey of the synthesis and properties of the main classes of organic compounds including mechanistic discussions of their reactions. Special topics in natural products and processes laboratory same as Chemistry 153. Primarily for biology majors.
Prerequisite: Chemistry 155.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 198 Chemical Problem Solving
Techniques of solving problems arising in chemistry in general and physical chemistry in particular. This course is a formal prerequisite for Chemistry 241 and Chemistry 269 but may be waived by passing a special examination. Chemistry 198 should normally be taken after Mathematics 151 and Psychology 113.
Prerequisite: Chemistry 104.
3 Lect Hrs 3 Credits
Staff

Chem 241 Physical and Analytical Chemistry I
Thermodynamics and theories of rate processes as applied to equilibria, electrochemistry, and separations techniques.
Prerequisite: Chemistry 104 and 198, Mathematics 151, Physics 114 and one Physics Laboratory.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 242 Physical and Analytical Chemistry II
Thermodynamics and theories of rate processes as applied to equilibria, electrochemistry, and separations techniques.
Prerequisite: Chemistry 241.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 269 Chemical Structure I
Introduction to fundamental theories concerning the structure of atoms and molecules. Discussion of the application of spectroscopic methods in structure elucidation. Laboratory work illustrates lecture principles and provides practice in application of various spectroscopic techniques.
Prerequisites: Chemistry 104 and 198, Mathematics 151, Physics 114 and one physics laboratory.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 270 Inorganic Chemistry
Discussion of the fundamental principles of modern inorganic chemistry. Laboratory includes synthetic techniques and methods of characterization of inorganic compounds.
Prerequisite: Chemistry 269.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 315 Topics in Physical Chemistry
Topical discussions, each based on elementary principles studied in Chemistry 213-214 and progressing toward recent developments in the field.
Prerequisites: Chemistry 241 and 269.
3 Lect Hrs 3 Credits
Staff

Chem 351 Organic Qualitative Analysis
Theory and practice in organic compound separation and identification employing classical and instrumental methods.
Prerequisite: Chemistry 154 or 156.
1 Lect Hr, 6 Lab Hrs 3 Credits
Staff

Chem 354 Introduction to Biochemistry
Structure, chemistry and metabolism of nucleic acids, proteins and carbohydrates.
Prerequisite: Chemistry 154 or 156 or equivalent.
3 Lect Hrs 3 Credits
Staff

Chem 355 Topics in Organic Chemistry
Senior level discussion of selected topics in Organic Chemistry.
Prerequisite: Chemistry 154 or 156.
3 Lect Hrs 3 Credits
Staff

Chem 361 Analytical Instrumentation
Principles and use of instrumental methods in analysis.
Prerequisite: Chemistry 241 and 269.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 481 Advanced Laboratory in Chemistry I
Special laboratory topics under individual guidance by faculty member.
Prerequisite: All Chemistry major graduation requirements.
12 Lab Hrs 4 Credits
Staff

Chem 482 Advanced Laboratory in Chemistry II
Special laboratory topics under individual guidance by faculty member.
Prerequisite: All Chemistry major graduation requirements.
12 Lab Hrs 4 Credits
Staff

Chem 491-492 Senior Thesis in Chemistry I, II
Original investigation by the student under the guidance of a faculty advisor. An oral resume before the Chemistry Staff is required.
Prerequisite: All Chemistry major graduation requirements.
12 Lab Hrs 4 Credits
Staff

CHINESE

101 Elementary Modern Chinese
Introduction to modern Mandarin; intensive practice in the four language skills with an audio-lingual approach, for students who have no creditable training in Chinese.
3 Hrs, 2 Lab Hrs 4 Credits
Ms. Mao & Staff

102I Elementary Modern Chinese
Introduction to modern Mandarin: intensive practice in the four language skills with an audio-lingual approach, for students who have no creditable training in Chinese.
3 Hrs, 2 Lab Hrs 4 Credits
Ms. Mao & Staff

102II Elementary Modern Chinese
Continuation of Chinese 102I. Introduction to modern Mandarin; intensive practice in the four language skills with an audio-lingual approach, for students who have no creditable training in Chinese.
3 Hrs, 2 Lab Hrs 4 Credits
Ms. Mao & Staff

CLASSICS

COLLEGE II

Harold C. Gotoff, Ph.D. Associate Professor of Classics and Acting Chairman; George Koniaris, Ph.D. Associate Professor of Classics; Renata Poggioli, Ph.D., Associate Professor of Classics; Blaise Nagy, Ph.D., Assistant Professor of Classics; Frank J. Nisetich, Ph.D., Assistant Professor of Classics; Rosemary B. Tobin, Ph.D., Assistant Professor of Classics; Jeffrey L. Houben, M.A., Instructor in Classics; John Shea, M.A., Instructor in Classics; Gerald J. Sullivan, M.A., Lecturer in Classics.

GRADUATION REQUIREMENTS

Students majoring in Classics are expected to have a total of 30 credits; two courses each in Greek and Roman literature, plus Greek 301-02, and Classics 281-82 or its equivalent.

It is recommended that all majors in the Classics Department elect two courses in Ancient History or Greek Philosophy, or Greek and Roman Art, according to their objective.

At the end of their Senior year, students will take a General Examination on language proficiency and in a chosen field of literature.

A student standing for Honors may choose to write an Honors Thesis on a subject approved by an instructor (see Classics 498).

Clsics 281-282 Greek and Roman Civilizations
A survey of the literature, philosophy and art of Greece and Rome in their historical setting. All readings in English.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Mr. Gotoff, Ms. Poggioli

Clsics 283 Greek and Roman Epic Poetry
Lectures on the Greek and Roman epics with reading and class discussion of the *Iliad*, *Odyssey* and *Aeneid*.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Staff

Clsics 284 Greek and Roman Religion and Mythology
An introduction to the study of Greek and Roman religion and mythology and emphasis on the Greek and Roman myths and legends that have an important place in European and American literature and art.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Staff

Clsics 285-286 Greek and Roman Tragedy
Lectures on Greek and Roman tragic drama with readings and class discussion of plays of Aeschylus, Sophocles, Euripides and Seneca.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Staff

Clsics 287 Women in Greek and Roman Literature, Reflections of a Divided Society
Readings in English translations of works of Greek and Roman literature dealing with women and their place in society.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Staff

Clsics 288 Literary Criticism in Antiquity
Readings in English translation of works of Greek and Roman literature dealing with criticism.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Staff

Clsics 290 Aesthetics in Classical Literature
A study of the ancient theories of literary art appreciation.
3 Lect Hrs 4 Credits
Mr. Gotoff

Clsics 478-479 Independent Study I, II
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and department chairmen.
Hrs by Arrangement 3 Credits
Staff

Clsics 490 Honors Program I
Fall semester — Extensive reading in one broad segment of classical literature culminating in a one-hour written examination.
Prerequisite: 3.2 major average, 3.0 overall, senior standing, and permission of department.
Weekly Conferences 3 Credits
Staff

Clsics 491 Honors Program II
Spring semester — In conjunction with a faculty advisor, a student approved for continuation in the program will prepare a substantial research paper.
Prerequisite: 3.2 major average, 3.0 overall, senior standing, and permission of department.
Weekly Conferences 3 Credits
Staff

Clsics 498-499 Honors Thesis
A substantive review of a subject approved by the individual instructor.
Prerequisite: Permission of department and sophomore standing.
Hrs by Arrangement 3 Credits
Staff

Clsics 586 Methods and Practice Teaching of Latin in Secondary Schools
The issues, principles and methods of secondary school teaching of Latin. Supervision and critique of practice teaching.
Prerequisite: 6 hours education courses and admission to Teacher Certification Program.
3 Lect Hrs, 20 Hrs Practice Teaching 9 Credits
Ms. Tobin

ECONOMICS

COLLEGE I

Leonard J. Kirsch, Ph.D., Associate Professor of Economics and Chairman; Salvatore Schiavo-Campo, Ph.D., Associate Professor of Economics; Eric Chester, Ph.D., Assistant Professor of Economics; David Podoff, Ph.D., Assistant Professor of Economics; Daniel Primont, Ph.D., Assistant Professor of Economics; Kanitta Meesook, A.B., Instructor in Economics; Irene Perer, A.B.D., Instructor in Economics; Mary H. Stevenson, B.A., Instructor in Economics; Christine Bishop, A.M., Part-time Lecturer in Economics; Joanne Spitz, M.A., Part-time Lecturer in Economics.

COLLEGE II

Raymond Torto, Ph.D., Assistant Professor of Economics and Chairman; Harold Wolozin, Ph.D., Professor of Economics; Louis Esposito, Ph.D., Associate Professor of Economics; Monique Garrity, Ph.D., Assistant Professor of Economics; Charles Betsey, M.A., Instructor in Economics; Patricia Quick, M.A., Instructor in Economics; Robert Buchele, M.A., Part-time Lecturer in Economics; Charles Comegys, M.B.A., Part-time Lecturer in Economics; Christine Doyle, B.A., Part-time Lecturer in Economics; Steven Eriksen, M.B.A., Part-time Lecturer in Economics; Donald MacRitchie, B.A., Part-time Lecturer in Economics; Jeffrey Templer, B.S., Part-time Lecturer in Economics; Joanne Ross, Visiting Lecturer in Economics.

GRADUATION REQUIREMENTS

All Economics majors are required to take Economics 100, 155 and 200-202 and 18 additional credits of Junior-Senior level courses. However, by permission of the Department up to 6 credits in related disciplines may be substituted for Economics courses. It should be noted that Economics 131 is not considered to be a Junior-Senior level course.

Majors planning to go on to graduate study are strongly advised to take Economics 351 and 352.

Majors with a cumulative average of at least 3.0 in both their overall work and in their major, can, with the approval of the department, participate in an Honors Program (see Economics 490). Successful completion of the program will entitle the student to graduate with honors in Economics.

Econ 100 Economic Literacy
A broad introductory survey of economic principles and institutions. Emphasis on the role of economic principles in understanding and analyzing current economic problems.
3 Lect Hrs 4 Credits
Staff

Econ 131 Accounting Principles and Applications
A survey of the principles of accountancy with emphasis on their practical applications.
3 Lect Hrs 4 Credits
Staff

Econ 155 Statistical Methods
A non-calculus introduction to statistical inference. Primary objective is to familiarize the students with common statistical concepts so they will be able to make intelligent evaluations of technical reports. The first half of the course covers probability including common distributions. Second half studies hypothesis testing including t-tests, goodness of fit, contingency tables, analysis of variance, regressions, and correlation.
Prerequisite: Mathematics 125 or equivalent.
3 Lect Hrs 4 Credits
Staff

Econ 200 Economic Theory I Macroeconomics
Analysis of the forces determining the level and structure of gross national output, and those government policies which attempt to affect economic activities in the United States.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 202 Economic Theory II Microeconomics
Analysis of consumer behavior, the theory of production, equilibrium of the firm and the industry, market structures, and the pricing of factors of production.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 205 Economic Institutions and Organization
An introduction to the institutional context of economic activity in contemporary American society. The role of the state in the economy. The character of the modern corporation and labor union and their relationship to one another. The role of schools and the family in the economy.
3 Credits
Ms. Quick

Econ 208 History of Economic Thought, I
An introduction to the schools of economic analysis which have shaped society's thinking about the economy. Schools of thought and their associated techniques of analysis are examined and criticized in light of the socio-historical contexts in which they were put forward. In the first semester of this course the mercantilists, physiocrats, and the classical political economists (through Marx) are studied.
Prerequisite: Economics 100.
3 Credits
Mr. Shute

Econ 209 History of Economic Thought, II
This is the second semester sequence to Economics 208 and covers the rise of the neoclassical school and Keynesian analysis, along with the analysis of the twentieth century institutionalists and neo-Marxist criticism. Throughout the course the student is introduced to the concepts and techniques of modern economic analysis and political economy.
Prerequisite: Economics 208.
3 Credits
Mr. Shute

Econ 213 Urban Economics
An economic analysis of urban areas and urban problems. The first part of this course provides an economic explanation of the growth of cities and metropolitan areas together with an understanding of the forces that determine the location, form and economic structure of cities. In the second part of this course a number of contemporary problems are studied in depth, such as the property tax, housing and urban renewal, poverty and ghetto, and transportation, among others.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Stevenson, Mr. Torto

Econ 214 Urban Research
This course provides the student the opportunity to undertake in depth a research effort on a particular urban problem. Students work with primary as well as secondary data sources. Where possible the class works together on a single research issue and produces a jointly authored research report by the end of the course.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Torto

Econ 220 The Economics of Transportation
The central focus of the course is on the economics of urban transportation problems. The implications of the dominant modes of transportation for industrial and residential location, housing costs, urban form density will be studied. Special attention will be paid to the problems of the Boston region.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 224 Perspectives on Housing in the United States
History and analysis of major economic and social factors affecting housing in the U.S. as a process. Emphasis on understanding issues and principles which influence decision-making in industry and at various levels of the government.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 235 International Economics
The theory of international trade theory and practice of commercial policy, international finance the balance of payments, adjustment mechanisms, and alternative monetary systems.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Garrity, Mr. Schiavo-Campo

Econ 236 Economic Development
The economic meaning of underdevelopment, evaluation of alternative strategies for economic growth, the role played by different kinds of resources, interaction of the problems of the underdeveloped countries of Africa, Asia, and Latin America with the policies of the developed countries.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Garrity, Mr. Schiavo-Campo

Econ 237 The African Economy
Comparative analysis of the economic characteristic problems of sub-Sahara Africa.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Garrity

Econ 243 Political Economy of the Black Ghetto
A survey of the economic status of Black Americans. Examination of the social and economic legacy of slavery and reconstruction. Analysis of particular problem areas for contemporary Blacks, e.g. housing, labor market discrimination and education. Evaluation of community economic development, Black capitalism and other strategies for Black economic development.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Betsey

Econ 245 Income Distribution
The course deals with recent trends in and the current state of economic inequality in the United States, conceptual and measurement problems, the interaction of I.Q., education, skills and social class background in determining individuals' positions in the income distribution, racial and sex discrimination in employment, and the role of the state in the distribution of income.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 247 Economics of Social and Human Resources
The development of social and human resources in an economy and the relationship between private and public sectors. General survey of public expenditure criteria, cost benefit analysis and the balance between social and private capital in a mixed economy.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 248 Education and Income
There is a strong correlation between the income of workers and the amount of education they have received. There is also a strong correlation between the amount of education people receive and the income of their parents. The purpose of this course is to examine these relationships between education and income, both historically and in present-day United States. The question of whether education increases worker productivity will be distinguished from the question of whether education increases profits.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Quick

Econ 249 The Political Economy of Environmental Control
An introductory survey of the impact of economic activity upon the environment and the quality of life in our society the sources, measurement, and control of pollution as a problem in private and social planning. Legal, social, political, and psychological factors.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Wolozin

Econ 272 Comparative Economic Systems
Relationship between market and non-market mechanisms in the production and distribution of economic resources in four economies. First half devoted to analysis of contemporary American capitalism, the British economy under the Labor Government 1945-1950, and the German economy of 1934-1945. Second half concentrates on planned economy of the U.S.S.R.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Kirsch

Econ 275 Economic Interest Groups and the American Political Process
Both generalized and selected specific objectives of major economic interest groups will be studied. Modification of these objectives by the interaction of executive and legislative branches of government will be traced and analyzed.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 280 The Economics of Health Care
This course is primarily concerned with analyzing the health care delivery system in the United States. Among the topics covered will be the economic, social, and demographic factors determining the demand for health care, the supply of various kinds of health manpower, the financing of health care services and its impact on hospitals, and alternative systems of health care delivery.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Esposito

Econ 281 Marxist Analysis and Radical Critique of Modern Economic Theory
The central focus of the course is Marxist economic analysis in its classical and modernized forms. Radical critiques of standard macro, micro, and development economic theory are presented and evaluated.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Kirsch

Econ 291 Economics of Labor and Collective Bargaining
History of organized labor in the U.S. Discussion of the role of the federal government in labor relations. Examination of neoclassical wage theory and radical critiques, the role of unions in wage determination, the macroeconomic impact of collective bargaining and other topics.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Stevenson, Mr. Betsey

Econ 292 Women's Work
The course will examine the question of discrimination in the labor force from a perspective which emphasizes women's dual work role, inside and outside the home. The process of industrialization, which led to an increasing proportion of total production taking place outside the home will be studied in order to assess its impact on women, and in order to provide a background to a study of sex segregation and wage discrimination in the current labor force. Theoretical questions on the relationship between women's oppression and the nature of the economic system as a whole will be discussed throughout.
Prerequisite: Economics 100 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Quick

Econ 317 The Economics of the Public Sector: Problems in Public Finance
The incidence and effects of taxation, government expenditure programs, and public debt operations of federal, state and local governments.
Prerequisite: Economics 200.
3 Lect Hrs 3 Credits
Mr. Podoff

Econ 318 The Economics of State and Local Governments
In developing a systematic framework for analyzing economic problems of state and local governments, this course will cover such topics as the financing of education, revenue-sharing and program budgeting.
Prerequisite: Economics 202.
3 Lect Hrs 3 Credits
Mr. Podoff

Econ 330 The Economics of Money
This course is an economic analysis of financial institutions and markets on the American economy. In the first part of the course the institutional and economic factors in the determination of the money supply are studied. These include the commercial banking system, the Federal Reserve system, and the money and capital markets. The second part of the course concentrates on the theory and evidence concerning the demand and supply of money and its effects on the American economy. The debate between monetarists and fiscalists is studied as well as current monetary issues.
Prerequisite: Economics 200.
3 Lect Hrs 3 Credits
Mr. Torto

Econ 332 Industrial Organization
A theoretical framework for the analysis and evaluation of the performance of American industry, examination of a group of American industries to illustrate usefulness of economic theory in explaining price and output policy, analysis of antitrust activities as a public policy designed to promote better market performance.
Prerequisite: Economics 202.
3 Lect Hrs 3 Credits
Mr. Esposito

Econ 350 Operations Research: Business Application of Economic Theory
Programming, with emphasis on linear programming and its applications, decision analysis.
Prerequisite: Economics 100 and introductory calculus.
3 Lect Hrs 3 Credits
Ms. Meesook

Econ 351 Mathematical Economics
Static and dynamic models of economic behavior will be formulated.
Prerequisite: Mathematics 125 or equivalent, Economics 200-202 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Primont

Econ 352 Mathematical Economics
The traditional simple and multiple linear regression models. Application of these models to estimating both microeconomic and macroeconomic relationships.
Prerequisite: Economics 155.
3 Lect Hrs 3 Credits
Mr. Primont

Econ 405 Private Markets and Political Power
An historical and analytical examination of the economic role of government in capitalist societies.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits

Econ 435 The Economics of Multinational Corporations
Impact of the multinational corporation on the economic and social structures of the less developed countries. Topics will include theories of direct investment, nature of host country-foreign conflicts, issues in labor relations, impact on economic integration policy alternatives of the less developed countries. Research project and report required.
Prerequisite: Economics 235 or 236 or 237.
3 Lect Hrs 3 Credits
Ms. Garrity

Econ 450 Economic Man and the Image of Man
A seminar on the economic image of man in comparison with the image of man as seen in other disciplines. Readings in modern philosophy, political theory, sociology, psychology, and economics.
Prerequisite: Economics 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Wolozin

Econ 478-479 Independent Studies I, II
Research and reading in any area in economics. The purpose of this course is to allow the student to do advanced work in an area of economics to which he has already been exposed or to investigate an entirely new area.
Prerequisite: Permission of instructor.
Hrs. by Arrangement 3 Credits
Staff

Econ 480 Seminar
A senior seminar conducted by various members of the faculty with concentration on their field of scholarly interest.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Econ 481 Seminar on Environmental Control
Research and reading in selected topics related to environmental control, social costs, quality of the environment, economics and the law, population, economic growth, interdisciplinary approaches, etc.
Prerequisite: Economics 249 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Wolozin

Econ 482 Seminar on Monetary and Fiscal Policy
Analysis and evaluation of the tools of monetary and fiscal policy and their effectiveness in stabilizing economic activity.
Prerequisite: Economics 200.
3 Lect Hrs 3 Credits
Mr. Podoff

Econ 490 Honors Thesis
Senior economics majors who have at least a 3.0 grade point average both overall and in their major can, with the approval of the department in the spring semester of their senior year, write an honor thesis under the direct supervision of a member of the department. The thesis adviser will be chosen by the student and the nature of the research project will be agreed upon by both student and adviser. The thesis adviser and the student will then select a reader who will be available for consultation through the term of the project. Upon completion of the thesis, it will be submitted to the department chairman who will schedule an oral resume before the Economics Department. The grade for the course and the awarding of honors will be determined by the thesis adviser and reader.
Hrs. by Arrangement 3 Credits
Staff

Econ 590 Field Practicum in Economics
The Practicum is designed to enable a student to earn 15 hours credit — six in his major field — for a semester of work during the academic year with a government agency. The program is designed to integrate this experience into a more general education plan which will require majors to complete a pre course that is substantially related to the proposed internship in the semester preceding and a similarly related post course in the semester following the internship. See dept. for a specific sample program.
Prerequisite: Approval of Economics Department

Staff

ENGLISH

COLLEGE I

Seymour Katz, Ph.D., Associate Professor of English and Chairman; Max Bluestone, Ph.D., Professor of English; James H. Broderick, Ph.D., Professor of English; Francis Hart, Ph.D., Professor of English; Irvin Stock, Ph.D., Professor of English; Taylor Stoehr, Ph.D., Professor of English; Donald Babcock, Ph.D., Associate Professor of English; Joel Blair, Ph.D., Associate Professor of English; Mary Anne Ferguson, Ph.D., Associate Professor of English; Kenneth Frederick, Ph.D., Associate Professor of English; Charles Knight, Ph.D., Associate Professor of English; Dorothy S. Mull, Ph.D., Associate Professor of English; Ronald Schreiber, Ph.D., Associate Professor of English; Joseph Tribble, Ph.D., Associate Professor of English; Frederick Willey, Ph.D., Associate Professor of English; Charles Bowen, Ph.D., Assistant Professor of English; Linda Dittmar, Ph.D., Assistant Professor of English; Albert J. Divver, Ph.D., Assistant Professor of English; Harriet Feinberg, Ed.D., Assistant Professor of English; Christopher Gay, Ph.D., Assistant Professor of English; Alan Helms, Ph.D., Assistant Professor of English; Monica McAlpine, Ph.D., Assistant Professor of English; George Slover, Ph.D., Assistant Professor of English; Lee Allen Warren, Ph.D., Assistant Professor of English; William James, M.A., Instructor in English; Louise Mendillo, M.A., Instructor in English; George Smith, Jr., Ph.D., Instructor in English; Marilyn Truesdell, B.A., Instructor in English; Jay Watkins, B.A., Instructor in English; Ann Berthoff, M.A., Part-time Associate Professor of English; Beverlee Bruce, M.A., Part-time Lecturer in English; Lynn Fasten, M.A., Part-time Lecturer in English; Claudia Hubbard, A.M., Part-time Lecturer in English; Gary Hunt, M.A., Part-time Lecturer in English; Emily Meyer, M.A., Part-time Lecturer in English; Car-

ole Robinson, Ph.D., Part-time Assistant Professor of English; Dorothy Shukri, A.G.S.M., Part-time Lecturer in English; Patricia Stewart, M.A.T., Part-time Lecturer in English.

GRADUATION REQUIREMENTS

The English Department offers a wide variety of courses for majors and non-majors, of various levels of preparation, in imaginative literature, creative and practical writing, and language. Students majoring in English are invited to plan coherent individual programs of courses that best satisfy their own interests and needs. In planning programs, majors must obtain assistance from their departmental advisors. Three kinds of advising are available. (1) All majors are assigned individual advisors, and students who wish a continuing counseling relationship with a faculty member should regularly meet with the individual advisor to review their programs with someone who knows them and their work at UMB well. (2) During all preregistration periods an advising pool will be available to offer in-depth counseling to answer specific questions about courses and requirements, or to help sketch out an entire major program. (3) The completed preregistration course cards of all junior majors will be given a program check to identify any problems in planning, and departmental advisors will, using telephone numbers currently available, contact students with major program difficulties. Majors or prospective majors should also request a copy of the annually revised *Registration Handbook for English Majors*. Majors without a departmental advisor should consult the Director of the Undergraduate Major through the Department Office.

In planning a coherent program, the major shall begin with courses from the "Introductions" group, to become familiar with the wide choice of forms, themes, and cultural settings of literature in English, and to receive intensive practice in interpretive reading and writing. Thereafter, the major will be better able to select courses in keeping with the emphasis or pattern most congenial to his or her preferences and aims. Possible patterns include the following:

(1) courses collectively offering a survey of the historical continuities and variations of American and/or British Literature;
(2) courses offering study of a major literary form — narrative fiction, poetry, drama;
(3) courses which (together with cognate courses in other departments) study the literature and thought of a major cultural epoch — the modern world, for example, or the medieval and Renaissance worlds, or the world of the Enlightenment;
(4) courses in writing and language, with relevant courses in literature;
(5) courses which may be used together for the tracing of a major humane theme or problem through various stages of cultural history.

Most students currently agree that the best programs stress broad exposure in the early and intermediate stages, and save more specialized study for the end. All English majors are advised to study foreign languages. Those interested in attending graduate school should plan to achieve a reading knowledge of at least one foreign language before graduation.

The minimum major requirement at present is ten *English courses beyond freshman English*. Of these, at least six must be above the sophomore level (200-level courses are "sophomore level" courses; 300- and 400-level courses are "upper division" courses). To date, three Humanities courses only have been approved to count toward the major: Hu 243 (Myth and Literature); Hu 249 (African Literature); and Hu 383 (Images of Women in Literature). Seniors wishing to petition to count another Humanities course, taught by an English Department member, for major credit should consult the Director of the Undergraduate Major. College I English majors may count as many as, but no more than, three Humanities courses — those already approved and any accepted by individual petition — toward the major requirement of ten courses. Majors enrolled in the Teacher Certification Program may count six of their nine credits for the TCP seminar and practice teaching toward the major (the equivalent of two advanced courses). Transfer students may count toward the English major requirement no more than five English courses taken elsewhere; such courses must have received a grade of C or better and must be beyond the freshman English level. Transfer students must take, therefore, at least five English courses offered at U. Mass./Boston. Students needing advice as to how to classify and count such courses should consult the Director of the Undergraduate Major. Students currently enrolled who wish to take Summer School courses elsewhere for credit toward the English major here must apply for approval in advance, should secure Course Approval forms from the Registrar, and should consult the Director of the Undergraduate Major during the preceding Spring.

Students may use the Pass/Fail Option in courses that count toward the major. They should, however, consult with their departmental advisors before doing so. Students planning to attend graduate school should use such an option in the major field sparingly.

SPECIAL PROGRAMS

As noted, the department participates in the Teacher Certification Program. In addition, the department offers an Honors Program in English, a two-semester program for a small number of seniors whose work in English has been outstanding. Minimum requirements for admission are a 3.0 overall cumulative average, a 3.0 average in English, and recommendations to the English Honors Committee from faculty members acquainted with the applicant's work. Admission is by invitation only, but inquiries may be made to the Director of the Undergraduate Major. Further details will be found at the end of the course listing under "Honors Work." Majors may also petition the department to undertake Independent Study in a specialized subject not available in the regular course offering. Independent Study in Advanced Composition and Tutorial is also available by special arrangement for highly qualified juniors and seniors who wish to work closely as a teaching and tutoring intern with a member of the freshman English faculty, tutoring students in English 101-102. However, majors in College I are permitted to take no more than one semester of Independent Study of whatever kind.

STUDENT ADVISORY GROUP (SAG)

The Student Advisory Group is comprised of approximately 20 English Majors and is a special liaison agency between students and faculty of the English Department. By departmental constitution 12 members of SAG represent English majors at department meetings; SAG members work directly with faculty on departmental committees, have full voting privileges in both committee and department meetings, and participate as equals with faculty in recommending new faculty appointments and reaching decisions on curriculum, program, and other important departmental concerns. Information as to current members of SAG and how they may be contacted is available from the English Department office. SAG's basic purpose is to improve communication and to organize and increase student participation. Any student in English should feel free to contact SAG or its individual members on any English Department or University matter. SAG welcomes new members.

PLACEMENT AND PREREQUISITES

Students earning a score of 5 on the Advanced Placement Examination in English are granted 8 credits

toward graduation and exemption from English 101-102. Students earning a grade of 3 or 4 may be awarded credit or exemption at the discretion of the department. Interested students may consult listings of new interdepartmental Freshman Courses, some of which may count in lieu of one semester of freshman English. Students admitted with language backgrounds other than English are asked to take a special test in English as a Second Language, leading, where suitable, to placement in one or more sections of English 100, prior to enrollment in freshman English.

Students wishing to enroll in sophomore-level courses should have completed English 101 and 102 or the equivalent. Before enrolling in upper division English courses, students are required to have completed at least one of the sophomore-level courses in Group I: Introductions to Literary Studies. Non-majors wishing to enroll in advanced English courses are well-advised to consult the course instructor regarding their preparation during pre-registration period.

ENGLISH

COLLEGE II

Richard Lyons, Ph.D., Associate Professor of English and Chairman; Mary D. Curran, Ph.D., Professor of English; Philip Finkelpearl, Ph.D., Professor; Emerson Marks, Ph.D., Professor of English; Alvan S. Ryan, Ph.D., Professor of English; Edwin Gittleman, Ph.D., Associate Professor of English; John Marvin, M.A., Associate Professor of English; Shaun O'Connell, Ph.D., Associate Professor of English; James G. Sweeney, Ph.D., Associate Professor of English; Sara Bershtel, Ph.D., Assistant Professor of English; Robert Crossley, M.A., Assistant Professor of English; Martha Finney Collins, Ph.D., Assistant Professor of English; James Leland Grove, Ph.D., Assistant Professor of English; Susan Horton, Ph.D., Assistant Professor of English; Margaret McGavran, Ph.D., Assistant Professor of English; Richard Morahan, Ph.D., Assistant Professor of English; Duncan Nelson, Ph.D., Assistant Professor of English; Theodore Richer, M.F.A., Assistant Professor of English; Mary Shaner, Ph.D., Assistant Professor of English; Cornelia Veenendaal, M.A., Assistant Professor of English; Igor M. Webb, Ph.D., Assistant Professor of English; Thadius Davis, M.A., Instructor in English; Otto Van Os, M.A., Instructor in English; Nancy Hoffman, Ph.D., Part-time Assistant Professor in English; Susan Horton, M.A., Part-time Instructor in English; Anita Anger, M.A., Lecturer in English; Patricia Brown, M.A., Visiting Lecturer in English; Linda Hunt, M.A., Part-time Lecturer in English.

GRADUATION REQUIREMENTS

All College II English majors who are beginning Sophomores (class of 1977) must take English 206-207. Majors must also take eight other English courses, one of which must be a course in a period before 1800. Courses numbered under 300 have no prerequisites and are open to non-majors.

GRADUATE PROGRAM

A complete description of the graduate program in English appears in a section on graduate programs at the end of this catalog.

Engl 005 Writing, Thinking and Selected Readings
Practice in critical reading, writing, and thinking through the study of materials from historical, scientific, sociological, and literary sources. Minimum of eight papers. Provision for exemption and credit in English 101.
Prerequisite: Permission of Director, special admissions summer program.
3 Lect Hrs — No Credit
Staff

Engl 100 English as a Second Language
The mechanics of written English, selected readings, one written theme each week, individual conferences. Open only to students assigned in advance of registration. Course credit only to students who pass the intermediate examination in their own language administered by the Educational Testing Service, or its equivalent as determined by the appropriate department.
3 Lect Hrs — 4 Credits
Ms. Fasten, Ms. Shukri

Engl 101 Freshman English I
A year's practice in writing argument, exposition, and other forms of English prose. Readings and materials are chosen by instructors to focus experience and provoke reflection and debate, as well as to exemplify qualities of writing essential to effective self-expression. A minimum of eight papers.
3 Lect Hrs — 4 Credits
Staff

Engl 102 Freshman English II
A year's practice in writing argument, exposition, and other forms of English prose. Readings and materials are chosen by instructors to focus experience and provoke reflection and debate, as well as to exemplify qualities of writing essential to effective self-expression. A minimum of seven papers.
3 Lect Hrs — 4 Credits
Staff

Engl 110 English Composition
Experimental approaches to composition in a limited number of small sections.
3 Lect Hrs — 4 Credits
Mr. Gay, Ms. Meyer, Mr. Smith

Engl 201 Origins of the Modern Period

Readings primarily in the major literature of the nineteenth century in a variety of genres. Works by such authors as Blake, Wordsworth, Thoreau, Melville, Dickens, Dostoevsky, Ibsen, and Chekhov. Special attention to writing.
Prerequisite: English 102
3 Lect Hrs — 4 Credits
Mr. Frederick, Mr. Stock, Ms. Johnston

Engl 202 Masterpieces of Twentieth Century Literature
Readings primarily in the major literature of the twentieth century in a variety of genres. Works by such authors as Yeats, Eliot, Joyce, Faulkner, Mann, Gide, Lawrence, Brecht, and Beckett. Special attention to writing.
Prerequisite: English 102
3 Lect Hrs — 4 Credits
Ms. Dittmar, Mr. Blair, Mr. Schreiber, Ms. Warren

Engl 203 Introduction to Shakespeare
A one-semester introduction to Shakespeare's art through the study of a representative group of his plays. Special attention to writing.
Prerequisite: English 102
3 Lect Hrs — 4 Credits
Mr. Divver, Mr. Slover, Mr. Smith, Mr. Stoehr

Engl 204 Practical Criticism
Close reading of a limited number of works as an introduction to literary studies. Special attention to writing.
Prerequisite: English 102
3 Lect Hrs — 4 Credits
Mr. Blair, Ms. Ferguson

Engl 205 Women and Men in Nineteenth Century Literature
A study of men and women and their relationships in 19th century literature, mainly British, with special emphasis on the issues of feminine sexual identity and female sexual stereotypes and the social position of women as these are treated in popular culture and serious literary works.
Prerequisite: English 102
3 Lect Hrs — 4 Credits
Ms. Collins, Ms. Hunt, Ms. Horton

Engl 206 Introduction to Literary Study
An introduction to English literature, with some attention to writing. Emphasis on a few writers: Chaucer, selections from *The Canterbury Tales*; Shakespeare, *Hamlet*; Milton, selections from *Paradise Lost*; an eighteenth century prose work; and one or two other writers selected by individual instructors. Four papers. *Required of all English majors (College II) in the class of 1977.*
4 Credits
Mr. Lyons, Mr. Marks, Mr. Morahan, Ms. Shaner

Engl 210 Beginning Creative Writing
An introduction to the writing of fiction and poetry. Class discussion and conference.
3 Lect Hrs 4 Credits
Ms. Veenendaal

Engl 218 Black Literature in America
The historical and social context from which American negro writing emerged. Works by such authors as Johnson, Hughes, Wright, Ellison, Baldwin, Brooks, Tolson and Jones. Special attention to writing.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Ms. Truesdell

Engl 250 Introduction to British Literature I
The major periods, genres, and writers of English literature and the relationship between literature and social and intellectual history. Covers the period from the Middle Ages to the 18th century. Primarily intended for students planning to major in English. Critical papers required.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. James, Mr. Knight,
Ms. Mull, Mr. Willey

Engl. 251 Introduction to British Literature II
The major periods, genres, and writers of English literature and the relationship between literature and social and intellectual history. Covers the period from the 18th century to the early 20th century. Primarily intended for students planning to major in English. Critical papers required.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. James, Mr. Knight,
Ms. Mull, Mr. Willey

Engl 252 Introduction to Literature in America I
An examination of works before 1870 by such writers as Taylor, Edwards, Cooper, Poe, Emerson, Thoreau, Douglass, Hawthorne, Melville, Whitman, and Dickinson. Special attention to writing.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. Katz, Ms. Warren

Engl 253 Introduction to Literature in America II
An examination of works after 1870 by such writers as Twain, James, Hemingway, Faulkner, Ellison, Porter, Frost, Eliot, Neill, Miller, and Albee. Special attention to writing.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. Katz, Ms. Warren

Engl 255 Forms of English Poetry to 1700
Individual poems in relation to poems of like kinds. Includes examples of such forms as the ballad, the song, the pastoral, the sonnet, the epic, and narrative verse. Special attention to writing.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. Broderick, Ms. McAlpine,
Mr. Smith, Mr. Willey

Engl 256 Forms of English and American Poetry Since 1700
Individual poems in relation to poems of like kinds. Explores the adaptation of traditional poetic forms to changing thematic and stylistic concerns. Eight to ten major poets are considered, with emphasis on modern poets Yeats, Eliot, Frost, Stevens. Special attention to writing
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. Helms, Mr. Smith, Mr. Willey

Engl 257 Forms of English Prose Fiction
The various kinds of English prose fiction, with some attention to their literary and intellectual milieu. Critical papers required.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. Frederick, Mr. Gay,
Mr. Helms, Mr. Knight

Engl 258 Forms of American Prose Fiction
The various kinds of American prose fiction, with some attention to their literary and intellectual milieu. Critical papers required.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. Frederick, Mr. Tribble, Mr. Willey

Engl 259 Forms of English Drama to 1700
Readings in the English drama from its beginnings through the Elizabethan age. Development of such forms as the chronicle play, the miracle play, and comedy and tragedy. Special attention to writing.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. Babcock, Mr. Finkelpearl,
Mr. Slover, Mr. Sweeney

Engl 260 Forms of English and American Drama Since 1700
Consideration of drama in English since 1700, with reference to earlier dramatic forms and European works where appropriate. Special attention to the variety of techniques uniquely available to the dramatist. Critical papers required.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. Babcock, Mr. Slover

Engl 294 The American Hero
Through an examination of several representative American novels, an attempt to define the American hero and the values he exemplifies as he works toward self-discovery and tests himself in the world.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Warren

Engl 300 Creative Writing I
Techniques and forms of fiction and poetry. Classroom discussion of student manuscripts and frequent conferences.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Collins, Mr. Frederick, Mr. Schreiber,
Mr. Marvin, Ms. Veenedaal, Mr. Richer, Mr. Webb

Engl 301 Creative Writing II
Techniques and forms of fiction and poetry for novices. Classroom discussion of student manuscripts and frequent conferences.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Frederick, Mr. Schreiber, Ms. Collins,
Ms. Veenendaal, Mr. Richer, Mr. Marvin, Mr. Webb

Engl 302 Advanced Composition
Techniques of effective expository writing.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Bertoff, Ms. Ferguson, Mr. Gay

Engl 303 Creative Writing Workshop I
The structuring of chapters of a short novel, the thematic relationships in a series of stories or poems, and development of style and point of view.
Prerequisite: Senior standing and permission of instructor.
3 Lect Hrs 3 Credits
Mr. Frederick, Mr. Marvin, Mr. Schreiber

Engl 304 Creative Writing Workshop II
The structuring of chapters of a short novel, the thematic relationships in a series of stories or poems, and development of style and point of view.
Prerequisite: Senior standing and permission of instructor.
3 Lect Hrs 3 Credits
Mr. Frederick, Mr. Marvin, Mr. Schreiber

Engl 310 The Medieval Period
The concerns and techniques of Old and Middle English writers including the Beowulf and Gawain poets, the Wakefield dramatist, Gower, Langland, Chaucer, and Malory.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. McAlpine, Ms. Mendillo, Ms. Shaner

Engl 312 The Renaissance
The predominant currents of thought in the Renaissance as exemplified by the works of such writers as More, Lyly, Marlowe, Jonson, Sidney, Wyatt, Surrey, and Shakespeare. Supplementary readings from Renaissance criticism.
Prerequisite: 1 Sophomore English Course.
3 Lect Hrs 3 Credits
Ms. Mull, Mr. Divver,
Mr. Smith, Mr. Morahan

Engl 314 The Neo-Classical Period
The chief intellectual and social currents of the Restoration and 18th century, and of the works of such writers as Dryden, Swift, Pope, Defoe, Fielding, Johnson, and Burke.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Blair, Mr. Marks, Mr. Crossley

Engl 315 The Romantic Period
The literature and leading ideas of English romanticism, with special emphasis on the poetry and prose of Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Broderick, Mr. James, Ms. McGavran

Engl 318 The Victorian Age
Readings in Carlyle, Tennyson, Dickens, Browning, Newman, Arnold, Hopkins, and Pater, whose work will be studied in the context of the literary, intellectual, and social history of the Victorian age.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Broderick, Mr. Hart, Mr. Smith,
Mr. Ryan, Mr. Lyons, Mr. Webb

Engl 320 American Romanticism
The growing importance of symbol and ideal in the period from 1836 to 1855. Emphasis on romantic imagination in Poe, Emerson, Thoreau, Hawthorne, and Melville, with readings in The Cambridge School and the minor transcendentalists.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Katz, Mr. Stoehr, Mr. Tribble,
Ms. McGavran, Mr. Gittleman

Engl 322 The Rise of American Realism
The emergence of realism in the fiction of Twain, James and Howells, and its development into the naturalism of Norris, Crane, Dreiser.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Katz, Mr. Tribble, Mr. O'Connell

Engl 324 The Modern Period
Readings in such writers as Eliot, Hemingway, Lawrence, Joyce, Faulkner, Auden, Thomas, Lowell, Yeats, Stevens, and Lessing.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Tribble, Ms. Warren, Mr. Willey

Engl 330 History of the English Language
Development of the English language from its beginning to the present, selected passages of British and American writing and speech, concepts and techniques of descriptive linguistics.
Prerequisite: 1 Sophomore English course or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Bowen, Ms. Shaner, Ms. Ferguson

Engl 331 History of Prose Style
Characteristics of literary and oral English prose styles from Middle English to the present.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Hart

Engl 332 Old English Language and Literature
The language and literature of England, 449 to 1150. The course will give students a reading knowledge of the language and an introduction to major literary forms.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Ferguson

Engl 350 Early Celtic Literature in Translation
The mythological, heroic, and lyric literature of Ireland and Wales in its cultural context, from the earliest written sources through the later Middle Ages.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Bowen

Engl 351 Medieval Poetry
English poetry from 700 to 1500.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Ferguson, Ms. McAlpine, Ms. Shaner

Engl 352 Chaucer
The *Canterbury Tales* and selected minor works.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. McAlpine, Ms. Mull, Ms. Shaner

Engl 360 Renaissance Poetry
The poetry of Spenser, Sidney, Shakespeare, Marlowe, and others.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Divver, Mr. Morahan, Ms. Mull

Engl 361 Shakespeare's Plays: A Survey
The comedies, early histories, and early tragedies of Shakespeare.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Bluestone, Mr. Slover,
Mr. Finkelpearl, Mr. Sweeney

Engl 362 Shakespeare's Plays: A Survey
The later histories, problem plays, major tragedies, and late romances.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Bluestone, Mr. Slover,
Mr. Finkelpearl, Mr. Sweeney

Engl 363 Elizabethan and Stuart Drama
The major plays of the period. The relationships between dramatic form and theatre conventions and conditions. Special attention to Marlowe, Johnson, Webster, Middleton, and Ford.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Sweeney

Engl 364 English Poetry of the Early Seventeenth Century
Divergent traditions in 17th century poetry, with emphasis on the schools of Donne and Jonson. Poets include Donne, Herbert, Vaughan, Marvell, Jonson, Herrick, Waller, and Carew.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Divver, Mr. Morahan

Engl 365 Seventeenth-Century Prose
The development of 17th-century prose in light of intellectual and aesthetic preoccupations of the period. Authors include Bacon, Donne, Browne, Hobbes, Milton and Dryden.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Divver

Engl 366 Milton
The major poetry and prose of John Milton. An intensive reading of *Paradise Lost*.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Smith, Mr. Morahan

Engl 370 Colonial American Literature
The literature and thought of the 17th and 18th centuries in America, focused to provide a background for later intellectual and literary developments.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Staff

Engl 371 Eighteenth Century Fiction
The historical emergency of the novel and aesthetic characteristics of the form in the works of such early masters as Defoe, Richardson and Fielding.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Gay, Mr. Knight, Mr. Crossley

Engl 380 Blake
Readings in lyrics and prophecies of William Blake.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Divver, Mr. Schreiber

Engl 381 Nineteenth-Century English Prose Fiction
Major English novelists of the 19th century, including the Brontes, George Eliot, Dickens, Thackeray, Meredith, and Hardy.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Gay, Mr. Hart, Mr. Stoehr, Mr. Willey,
Mr. Lyons, Mr. Hart, Mr. Ryan, Mr. Webb

Engl 382 Twentieth-Century British Fiction
A study of selected twentieth century novels, including works by Conrad, Wolf, Lawrence, Greene and others.
3 Lect Hrs 3 Credits
Mr. Lyons, Mr. Marks

Engl 387 Victorian Poetry
Selected works by Tennyson, Browning, Arnold, Hopkins, and Hardy.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Broderick, Mr. Ryan, Mr. Lyons

Engl 390 The Black Presence in American Literature
Nineteenth and twentieth-century literary texts by black and white writers who wrote with a significant consciousness of black people in American society.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Gittleman, Ms. Brown

Engl 391 Autobiography in America
The major autobiographical works, from colonial to modern times, by such writers as Edwards, Franklin, Thoreau, James, Adams, Fitzgerald, Malcolm X, and Mailer.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. O'Connell, Ms. McGavran, Mr. Van Os

Engl 392 American Non-Fictional Prose
The relationship between art and thought in selected works by such writers as Edwards, Emerson, Thoreau, Whitman, Twain, William James, DuBois, Adams, Wright, and Hemingway.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Stoehr

Engl 394 A Critical Decade in American Literature
Major and representative works of an important ten year period. Emphasis on ways in which styles and themes cohere and on the relationship of history and literature. Decade studied is announced each term during pre-registration.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. O'Connell

Engl 400 Modern American Poetry
Major trends and figures in 20th-century American poetry, from the imagist movement and the founding of poetry in 1912 to the present. Emphasis on Frost, Eliot, Pound, Williams, Stevens, Cummings, Lowell, Roethke, Wilbur, and Dickey.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Helms, Mr. Willey

Engl 401 Modern British Poetry
British poetry from 1914 to the present. Writers considered will include — poets of the First World War — Sasson, Jones, Owen, Rosenberg, Flint, Read. Poets of the thirties — Auden, Spender, MacNeice. Poets writing from 1945 to the present — MacDairmid, Larkin, Ted Hughes, Jon Silken, Geoffrey Hill, Michael Hamburger, and others.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Webb

Engl 402 Modern American Fiction
Major American novelists from about 1890 to the present. The art of Crane, Dreiser, Wharton, Dos Passos, Hemingway, Fitzgerald, Faulkner, and West, including recurrent social and cultural themes in their works.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Frederick, Mr. Stock, Mr. Willey

Engl 403 Modern Drama
Development of naturalism, impressionism, and the tradition of the new theatre in 19th- and 20th-century drama. Continental, English, and American plays.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Babcock, Mr. Stock

Engl 404 Mid-Twentieth Century Drama
The ideas, values, and techniques of the contemporary theatre.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Babcock, Mr. Stock

Engl 405 Irish Literature
Leading figures of the Irish Renaissance, with special emphasis on Joyce, Yeats, Synge, and O'Casey.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Curran

Engl 406 Post World War II Comic Fiction
The art and the vision of contemporary life of such post-war comic novelists as Bellow, Roth, Donleavy, and Nabokov.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Divver, Ms. Warren

Engl 407 Modern British Novel
The British novel from Joseph Conrad to Anthony Burgess with stops along the way for Laurence, Woolf, Forster, Cary, Waugh, Greene, Murdoch and Lessing.
3 Lect Hrs 3 Credits
Mr. Lyons

Engl 420 Yeats
Yeats' development as a poet, from his early preRaphaelite poetry through his late-modern poems, within the framework of Irish history and literature.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Curran

Engl 421 Henry James
A study of James' major writings, with special attention given to his aesthetic and cultural development.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. O'Connell, Ms. Collins

Engl 422 Faulkner
Faulkner's fiction studied as a major saga of modern man.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Marvin, Mr. O'Connell, Mr. Tribble

Engl 423 Fitzgerald and Hemingway
Representative texts by Fitzgerald and Hemingway, their aesthetic achievement and their biographical and historical settings.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Frederick

Engl 440 Contemporary Women Poets
Poetry by contemporary women writers, with some attention to earlier writers and to relevant historical, sociological, and psychological materials.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Collins

Engl 441 The Adolescent in Literature
Such problems as adolescent culture, the rites of passage into adulthood, and the literary expression of these phenomena. Writers such as Wolfe, Salinger, Capote, Knowles, McCullers, Donleavy, Mishima, Golding, Lessing, Moravia, Mauriac, Sagan are included.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Broderick, Mr. Grove, Ms. Veenendaal

Engl 442 Satire
The problems involved in defining satire from social, philosophical, and formalist points of view. Reading and discussion of a number of satiric works from a variety of genres and periods, from classical times to the present.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Blair, Mr. Knight

Engl 443 Narrative in the Novel and Film
The nature of narrative as revealed through a comparative study of selected novels and films, attention to the artists use of sequence, imagery, point of view, and other aspects of technique.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Dittmar

Engl 444 Principles and Methods of Literary Criticism
The leading principles and methods of Western literary criticism considered in their historical contexts and in reference to modern literary thought.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Marks

Engl 445 Introduction to Poetry
An introduction to poetry, its nature, structure, and form.
Prerequisite: English 101 and 102.
3 Lect Hrs 3 Credits
Mr. Lyons, Mr. Marks

Engl 478-479 Independent Study I, II
Open only to a very limited number of students in any one semester. A written prospectus of the project is required of applicants.
Prerequisite: Permission of instructor and department chairman.
Hrs by Arrangement 3 Credits
Staff

Engl 481-482 Selected Topics in English and American Literature
Intensive study of topics in literature. Course content will vary each semester and will be announced during pre-registration periods.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Staff

Engl 488-489 Senior Seminar I, II
In-depth study of special topics in British and American literature. Course content will vary each semester and will be announced during pre-registration periods. Classes limited to 15 students.
Prerequisite: Senior standing and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Engl 498 Honors Work I
An intensive program of study planned with an honors adviser who will provide counsel and direction as needed and desired. Either a special project or wide reading in English and American literature designed to acquaint the student with areas not adequately covered by his courses or by independent work. Requires a final oral examination administered by members of the honors board, presided over by the adviser.
Prerequisite: Senior standing, 3.0 overall and major average, and permission of honors committee.
Hrs by Arrangement 3 Credits
Staff

Engl 499 Honors Work II
In-depth study of a topic chosen by the student, and a paper written with the approval and under the direction of an honors adviser, normally arising from reading done in Honors Work I. Departmental honors will be awarded on the basis of the Honors Work I oral examination and the evaluation of the paper by the honors board.
Prerequisite: English 498 and permission of honors committee.
Hrs by Arrangement 3 Credits
Staff

Engl 586 Practice Teaching and Methods of English in Secondary Schools
The issues and principles of the learning and teaching of secondary school composition, literature, and language. Supervision and critique of practice teaching in the schools.
Prerequisite: 6 hours education courses and admission to Teacher Certification Program.
3 Lect Hrs, 20 Hrs Practice Teaching 9 Credits

FRENCH

COLLEGE I

John MacCombie, Ph.D., Associate Professor of French and Chairman; Stanley Eskin, Ph.D., Associate Professor of French; Alfred Proulx, Ph.D., Associate Professor of French; Gerald Volpe, Ph.D., Associate Professor of French and Italian; Richard Ferland, Ph.D., Assistant Professor of French; Suzanne Relyea, Ph.D., Assistant Professor of French; Jacques Leroy, M.A., Instructor in French; Marilyn Sorenson, M.A., Instructor in French; Christian Taconet, M.A., Instructor in French; David Buskey, M.A., Lecturer in French.

COLLEGE II

Michel Philip, Agrege des Lettres, Professor of French and Chairman; Jean Collignon, Agrege d'anglais, Professor of French; Rose Abendstern, Ph.D., Assistant Professor of French; Jeanne Grillet, Docteur en Linguistique, Assistant Professor of French; Rodney E. Harris, Ph.D., Assistant Professor of French; Mary Lee Evans Kimball, D.E.U., Assistant Professor of French; Michel Sarotte, Agrege d'anglais, Assistant Professor of French; Monique Stern, Ph.D., Assistant Professor of French; Brian Thompson, Ph.D., Assistant Professor of French; David W. Brubaker, M.A., Instructor in French; Lillian Willens, M.A., Instructor in French.

GRADUATION REQUIREMENTS

French majors must take a minimum of 30 credits of advanced courses in French. Of these, 9 credits are required: French 301, 302 and 303, which students are urged to elect in their sophomore year. In addition, the distribution of a minimum 21 credits at the Junior-Senior level must include 3 credits in an advanced language course in French and 3 credits in each of three different periods of French literature at the option of the student.

Students participating in the departmental TCP program may count six credits out of the nine earned in the program toward fulfilling major requirements. Moreover, they are urged to take, if at all possible, at least three additional credits in French civilization.

It is strongly recommended that French majors elect the following: 1) at least two years of course work in a second foreign language; 2) two semesters of French history or one semester of French history and one semester either of French music or French art.

Honors thesis: A student may receive 6 credits toward the total 30 major credits for acceptable work on an Honors thesis written in French under the direction of an advisor from the French faculty. See department chairman.

At the end of the Senior year, majors should take a comprehensive oral exam in French, covering three specific fields of French literature and culture (the fields to be chosen by the student), to be eligible for one of the French Department prizes.

It is recommended that students — particularly those planning to teach — take the Educational Testing Service (ETS) language proficiency exams in the spring of their Senior year.

French 101 Elementary French
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in French.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Ms. Grillet and Staff

French 102 Elementary French
A continuation of French 101. Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in French.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Ms. Grillet and Staff

French 103 Beginning French for Reading Knowledge
This course is designed specifically for rapid acquisition of ability to read French texts in the original language. Both literary and non-literary texts will be used. All discussions, papers and examinations will be in English. Only students with no creditable training in French language will be admitted. This course does not fulfill any part of the language requirement.
3 Lect Hrs — 4 Credits
Ms. Sorenson

French 115 Basic Oral French
Intensive oral practice and drill of basic linguistic patterns in French for students who have had training in reading and writing French, but little or no aural-oral work, or who need to improve their oral skills to qualify for intermediate French. Students from the 101-102 sequence may not take this course for credit. Students completing 115 would normally continue with 201 or 202. The student, if his knowledge permits, may continue with French 301.
Prerequisite: Background in the language and placement exam. See Department.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Mr. Thompson and Staff

French 150 (I) French Semester
Elementary and intermediate French in one semester, for students with no previous creditable training in French who wish to acquire rapidly a high degree of competency in written and spoken French. In addition to classroom contact, there will be special films, slide showings, French dining table, in an effort to bring the student as close as possible to an experience of "total immersion". 16 hours plus individual tutoring sessions as needed along with 4 hours of language lab drill.
16 Credits
Ms. Sorenson and Staff

French 201 Intermediate French
Intensive review and further study of grammar and audio-lingual skills with correlated intermediate level readings in French Literature.
Prerequisite: French 102 or equivalent.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Ms. Sorenson and Staff

French 202 Intermediate French
Continuation of French 201. Intermediate level readings in French literature or culture.
Prerequisite: French 102 or Equivalent.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Ms. Sorenson and Staff

French 203 (I, II) Intermediate French III
Readings in French on contemporary France and French-speaking cultures: newspapers (politics, current events, reviews of art and musical events, among others), magazines, cultural texts (as distinct from purely literary texts), with discussion in French. Fulfills second semester of intermediate level language requirement.
Prerequisite: French 115 or French 201 or equivalent.
4 Lect Hrs — 4 Credits
Staff

French 204 (I, II) Intermediate French for Reading Knowledge
This course is designed to perfect the student's reading knowledge of French so that he can read in a wide range of disciplines with accuracy and speed. Texts will be chosen from French newspapers and magazines, works dealing with contemporary subjects (e.g. Lacouture's biographies), and short stories by contemporary authors. Discussions, papers and examinations will be in English. May fulfill the second semester of the intermediate language requirement.
Prerequisite: French 103, 115, 201, or 3 yrs of high school French or the equivalent.
3 Lect Hrs — 4 Credits
Staff

French 214 Advanced Readings in French Culture
This course is designed for students who have a solid command of French for reading. It permits them to use their knowledge in the discussion and study of various aspects of the French-speaking world, based on texts written in French and including topics such as the arts, politics, urbanism, ecology, women's rights. All discussions, papers and exams will be in English.
Prerequisite: French 202, 203, 204 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 215 Advanced Readings in French Literature
Designed for students who read French with speed and accuracy. This course treats various aspects of French literature, the tradition of French poetry; French-language African and American literatures; survey of French masterpieces, among others. Topics will vary from semester to semester. Readings will be in French; all discussions, papers and examinations will be in English.
Prerequisite: French 202, 203, 204 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Brubaker

French 225 (I) 226 (II) Intensive French
Intensive work in the four language skills with concentration on an audio-lingual approach and an introduction to literature. For students with no creditable training in French. Students completing this course satisfactorily will be allowed to enter directly into courses at the 300 level and above.
Prerequisite: Minimum score of 600 on the SAT verbal, departmental permission.
9 Lect Hrs., 3 Lab. Hrs 8 Credits
Ms. Sorenson and Staff

French 240 Advanced French Conversation
Daily practice in conversation on a wide variety of subjects, with a view to building vocabulary and fluency.
Prerequisite: French 202 or equivalent and permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 261 Twentieth Century French Novel
Major French writers of the 20th century: Gide, Cocteau, Fournier, Mauriac, Malraux, Camus, Robbe-Grillet. Readings in English, no knowledge of French required. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Staff

French 262 Contemporary French Theatre
Some of the masterpieces of French theatre from Giraudoux to the Theatre of the Absurd. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Staff

French 263 Political Trends in the Creative Arts in 20th Century France
The political trends in modern France as they appear in such art forms as the novel, the theatre, poetry, the film, painting, political and artistic memoirs, the dance. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Brubaker

French 264 French Existential Literature
Major works by Camus, Sartre, Beauvoir, Celine, Malraux. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Proulx

French 265 Masterpieces of French Literature
Selected major texts from the Middle Ages to the end of the nineteenth century. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Staff

French 266 The French Cinema
Thematic and formal trends in the French cinema, in the context of relevant developments in literary, cultural and political history. Films by Vigo, Bunuel, Renoir, Clair, Dulac, Cocteau, Resnais, Carne, Truffaut, Godard and Rohmer. No knowledge of French required. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Staff

French 267 Nature and Structure of French Comedy
Eight French plays, 17th through 20th century, two classical comedies and some readings in theory and criticism. No knowledge of French required. May fulfill part of language requirement.
3 Lect Hrs 4 Credits
Ms. Relyea

French 271 The Feminine Presence in French Literature
Selected literary texts from the Middle Ages to the 20th century by men and women writers whose work shows significant consciousness of the formalization of gender roles in art and society, with specific emphasis on the evolution of various feminine roles as related to social and literary context. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Ms. Relyea

French 300 Diction I
Drill in pronunciation and practice of diction, based on texts selected from poetry and theatre of various periods of French literature. Emphasis on acquisition and perfecting of standard French pronunciation and intonation.
Prerequisite: Permission of instructor.
2 hours of drill 1 Credit
Staff

Diction II
(to carry the same number as the course it is being given in conjunction with, e.g. French 455 POESIE SYMBOLISTE — Diction) Drill in pronunciation and practice of diction, with emphasis on acquisition and perfecting of standard French pronunciation and intonation. Based on texts studied in any one of the advanced literature courses offered by the French department, Diction II may be taken in conjunction with any of the major courses in French literature after consultation and by arrangement with the instructor. If the instructor of any given literature course does not choose himself to teach Diction II in conjunction with his course, the option will still be open to students if they can make arrangements with another member of the French faculty for him to take on the responsibility of the diction component of the course.
Prerequisite: Permission of the instructor.
2 hours of drill 1 Credit
Staff

French 301 Traduction et Stylistique
Intensive study of grammar, stylistics and composition. Problems of idiomatic translation based on contemporary English and American texts.
Prerequisite: French 202 or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 302 Initiation a la Litterature et a la Culture Françaises: Depuis Le Moyen Age Jusqu'a la Fin du L&E Siecle
French literature and culture from the Middle Ages to the end of the 17th century. Selected readings from Chanson de Roland, courtly novels, lyric poetry of the Middle Ages and Renaissance, Rabelais, Montaigne, Corneille, Racine, Moliere, La Fontaine, with lectures on the cultural background of the periods studied.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs 3 Credits

French 303 Initiation a la Litterature et a la Culture Françaises: 18E et 19E Siecles
French literature and culture of the 18th and 19th centuries. Selected readings from: Diderot, Marivaux, Voltaire, Rousseau, Chateaubriand, Lamartine, Hugo, Bigny, Musset, Balzac, Baudelaire, Zola, with lectures on the cultural background of the periods studied.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 304 (I, II) Colloque
Colloquium to be conducted in French on a topic chosen by a group of 5-10 students in consultation with an instructor or two instructors of their choosing.
1 two-hour meeting per week each week during the semester, or 1 three-hour meeting each week for eight weeks, 1 credit.
Prerequisite: Fluency in spoken French and permission of instructor.
Staff

French 320 Cours Avance de Conversation
Intensive practice in conversation on a wide variety of subjects, for students having already acquired a very solid command of spoken French and who wish to continue perfecting their competancy.
Prerequisite: Solid command of French and permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 334 Poetes et Chansonniers
The tradition of the chanson in France, from the medieval troubadours to modern times, with contemporary singer-composers Brassens, Brel, Barbara, and others.
Prerequisite: French 201-202 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Thompson

French 335 Les Ecrivains Français Comme Temoins de leur Epoque
Treatment of one main theme such as the education of women and their role in society, the attitude of youth towards society and of society towards youth, moral sincerity, the discovery of self, developed through study of works from different periods of French literature. The theme will vary each semester and will be announced in advance.
Prerequisite: French 202 or equivalent.
3 Lect Hrs 3 Credits
Mr. Philip

French 338 La Politique dans la Litterature Français
Analysis of political aspects of major French literary texts from Rabelais to Charles de Gaulle.
Prerequisite: French 202 or equivalent.
3 Lect Hrs 3 Credits
Staff

French 360 Nineteenth Century French Novel in Translation
Readings and discussion of major novels of the period from Madame de Staël, Stendhal, Hugo, Balzac, to Flaubert, Zola, Bourget and Huysmans. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Staff

French 361 Modern French Novel in Translation, 1900-1935
Works by Proust, Cocteau, Gide, Saint-Exupery and Malraux. Readings in English. No knowledge of French required. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Proulx

French 362 Modern French Novel in Translation, 1935 until the Present
Works by Sartre, Camus, Mauriac, Robbe-Grillet and Genêt. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Proulx

French 363 The Black Soul and the Theatre
A comparative approach to the image of the black man in contemporary theatre. An analytical and comparative study of various French and American plays by white and black French-speaking writers and also of American plays by white and black American writers, all of them dealing with the experience of the black-man. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Harris

French 366 Historiens Français
The major French historians and their work both as objective observers and as creative writers.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Brubaker

French 400 Histoire de la Langue Français
Survey of the evolution of French from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisite: French 301 and 302 or 303 or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Grillet

French 401 Moyen Age: Le Heros et L'Anti-Heros
Literature as a reflection or a distortion of society from the eleventh to the fifteenth century, with emphasis on man in revolt against or in harmony with his milieu: Roland, Lancelot, Tristan, Adam, Reynard the Fox, Saintly King Louis, Pathelin, François Villon.
Prerequisite: 302, 303 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 403 Phonetique et Diction
Basic concepts of articulatory phonetics. Systematic study of the phonetic evolution of the French language. Emphasis on corrective phonetics. Readings of poetic and dramatic texts. Practice with recorded models.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Grillet

French 411 Theme et Version
Translation from English into French, from French into English. Analysis of the grammatical and stylistic problems of the texts involved.
Prerequisite: French 301-302 and a course in French literature.
3 Lect Hrs 3 Credits
Staff

French 420 Renaissance: De L'Humanisme Triomphant a L'Humanisme Sceptique
The Humanist Gentleman, Moralist, Lover, and Skeptic. Selections from the works of Rabelais, Ronsard, duBellay, Montaigne, D'Aubigné.
Prerequisite: 302, 303 or permission of instructor.
3 Lect Hrs 3 Credits

French 431 La Litterature du Dix-septieme Siecle: Theatre et Philosophes
Works from 17th century authors, including Descartes, Corneille, Racine, Moliere and Pascal.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 432 La Litterature du Dix-septieme Siecle: Prose et Poesie
Works by Bossuet, Boileau, La Fontaine, Madame de LaFayette, La Rochefoucauld, Madame de Sévigné, La Bruyère.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits

French 434 Imagination Baroque — Reserve Classique
Readings from 17th century French theatre, poetry, novels and philosophy structured around the two major and opposing literary trends of the period. Under Baroque, "précieux" and "burlesque" writers will also be studied. Authors include: Malherbe, Voiture, d'Urfé, Corneille, Scarron, Madame de Lafayette, Boileau and La Fontaine.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs 3 Credits

French 441 Theatre et Roman du 18e Siecle
Plays by Marivaux and Beaumarchais, and novels by Voltaire, Diderot, J.J. Rousseau, Laclos, Prevost, among others.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Ferland, Ms. Stern

French 442 La Pensee Philosophique du 18e Siecle
Philosophical texts by Montesquieu, Diderot, Voltaire, Rousseau, L'Encyclopedie.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Ferland, Ms. Stern

French 452 Roman et Theatre Romantique
The French romantic theatre and novel through works by Hugo, Vigny, Musset, Sand, Balzac, Stendhal.
Prerequisite: French 302 or 312 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Abendstern

French 455 La Poesie Symboliste: Hermetisme et Impressionisme Depuis 1857 Jusqu'a La Fin du 19e Siecle
Works selected from the poetry of Baudelaire, Verlaine, Rimbaud, and Mallarmé.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. MacCombie

French 456 La Poesie Moderne
Works by Claudel, Apollinaire, Valery, Eluard, among others.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. MacCombie

French 458 Le Roman Francais: 1850-1900
Novels by Flaubert, Fromentin, Les Goncourt, Maupassant, Zola, Huysmans.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Proulx

French 462 Les Ecrivains Femmes dans la Litterature Française
A discussion of famous texts by such eminent women writers as Marguerite de Navarre, Louise Labbe, Madame de LaFayette, Madame de Staël, George Sand, Colette, Simone de Beauvoir, etc.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 463 Le Roman au 20e Siecle
Readings to be selected from works by Proust, Colette, Gide, Mauriac, Celine, Sartre, S. de Beauvoir and Robbe-Grillet among others.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Collignon

French 465 Le Theatre au 20e Siecle
Representative plays to be selected from works by Jarry, Claudel, Giraudoux, Sartre, Camus, Ionesco and Beckett, among others.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Collignon

French 468 La Litterature Noire D'Expression Française
Selected prose and poetry of representative black authors in French speaking countries, focusing on the works of Senghor, Cesaire, Dumas, and Camara-Laye.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Harris

French 475 Civilisation Française Contemporaine
The background of contemporary France, today's France, historical, political, social, economic, and cultural.
Prerequisite: French 301 and 302 or 303, or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Brubaker

French 478-479 Independent Study I, II
Selected research topics organized in consultation with individual student or with a small group of students.
Prerequisite: Permission of instructor and chairman of department.
Hrs by Arrangement 3 Credits
Staff

French 480 Seminaire: La Litterature Fantastique au 19e Siecle
Works by Nodier, Balzac, Lautreamont, Barbey D'Aurevilly, Villiers de L'Isle-Adam.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Philip

French 481 Seminaire: Les Avant-Gardes au 20e Siecle
Works by Proust, Roussell, Breton, Artaud, Beckett, Ponge, Blanchot.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Collignon

French 482 Seminaire: L'Existentialisme
Works by Gide, Malraux, Camus, Sartre, de Beauvoir, Beckett, and Celine as they reveal existentialism concepts and their development.
Prerequisite: French 302 or 312 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Proulx

French 483 Seminaire: La Litterature Française dans La Tradition Catholique
The novel, theater, and poetry of Bourget, Barres, Peguy, Claudel, Martin du Gard, Bernanos, and Mauriac with emphasis on the manner in which Catholic religious beliefs, generally considered essential to the literary formation of these authors, are reflected and differentiated in the development of their works.
Prerequisite: French 302 or 312 or permission of instructor.
3 Lect Hrs — 3 Credits
Staff

French 484 Seminaire: La Forme du Roman: 17e Siecle jusqu' au Present
The novel as a genre, starting with one of the first masterworks, *La Princesse de Cleves*, how it evolved to its present form.
Prerequisite: Permission of instructor.
3 Lect Hrs — 3 Credits
Mr. Philip

French 485 Seminaire: Revoltes, Visionnaires et Decadents
Poets and prose writers somewhat removed from the main literary currents of the late 19th century by their originality or even eccentricity. Writers such as Rimbaud, Lautreamont, LaForgue, Villiers de L'Isle-Adam and others who revolted against their times and their society.
Prerequisite: French 302 or 312 or permission of instructor.
3 Lect Hrs — 3 Credits
Mr. Philip

French 486 Seminaire: L'Art D'Ecrire
A creative writing seminar in French. Poems, plays, short stories, essays. Professional criticism and discussion.
Prerequisite: Permission of instructor.
3 Lect Hrs — 3 Credits
Staff

French 487 Seminaire: Sur un Auteur Français Important
In-depth analysis of an author or of the major works of an author to be specified each year.
Prerequisite: Permission of instructor.
3 Lect Hrs — 3 Credits
Staff

French 488 Seminaire: Fact and Fiction in the Realist French Novel
The novels of Balzac, Zola, and Malraux. Various theoretical and critical formulations on the novel as a genre, leading toward understanding of the writers as creative artists.
Prerequisite: Successful completion of one course on the novel at the 400 level.
3 Lect Hrs — 3 Credits
Mr. Thompson

French 489 Cinema Français
Thematic and formal trends in the French cinema, in the context of relevant developments in fiction, drama and criticism. Films by Vigo, Bunnel, Clair, Dulac, Cocteau, Carne, Chabrol, Truffaut, Godard, Resnais, and Rohmer. Students having received credit for French 266 may not take French 489 for credit. For the same course not requiring knowledge of French, see French 266.
3 Lect Hrs — 3 Credits
Mr. Eskin

French 498-499 Honors Thesis in French
Independent and original investigation and study under the supervision of a faculty advisor. An oral defense of the thesis before members of the French Department is required.
Prerequisite: Departmental permission.
Hrs by Arrangement — 3 Credits
Staff

French 586 Method and Practice Teaching of French in Secondary Schools
The issues, principles and methods of secondary school French language teaching. Supervision and critique of practice teaching.
Prerequisite: 6 hours education courses and admission to Teacher Certification Program.
3 Lect Hrs, 20 Hrs practice teaching — 9 Credits
Ms. Willens

GERMAN

COLLEGE I

Friedrich P. Ott, Ph.D., Associate Professor of German and Chairman; Robert H. Spaethling, Ph.D., Professor of German; Luise Bronner, Ph.D., Associate Professor of German; Lynn Dhority, Ph.D., Associate Professor; Alfred Hoelzel, Ph.D., Associate Professor of German; Andrew Boelcskevy, Ph.D., Assistant Professor of German; Marion Faber, Ph.D., Assistant Professor of German; Ritta J. Horsley, Ph.D., Assistant Professor of German; Sandra Shuman, Ph.D., Assistant Professor of German.

Description of Major Program in German

A Major in German consists of four main emphases:

1. A solid grounding in basic language skills as prerequisite to upper level work (Ger 201, 202, 205, 206)
2. Intensive work on the upper level in small seminar groups which are conducted entirely in German and which stress reading comprehension and composition.
3. Weekly tutorial meetings in small groups of 3-5 for Sophomores, Juniors and Seniors. Focus is on oral discussion German of varied topics.
4. Exposure to a broad range of German literature and culture in courses offered in English translation. A substantial portion of the readings in these courses must be done in German. Discussion in English.

Specifically, German majors are required, except where exceptions by the Department are granted, to take the following courses, usually in the sequence listed:

I. Lower level prerequisites
   A. Ger 201 (Intermediate German for Reading comprehension) and 205 (Audio-lingual Intermediate German) taken simultaneously in sophomore year.
   B. Ger 202 and 206 taken simultaneously following completion of 201, 205.

II. Upper level requirements

Ger 220, 221	(Sophomore Tutorials)	1 Credit each
Ger 320, 321	(Junior Tutorials)	2 Credits each
Ger 390, 391	(Junior Seminars)	3 Credits each
Ger 420	(Senior Tutorial)	2 Credits each
Ger 490	(Senior Seminar)	3 Credits each
Four additional literature courses in English translation		3 Credits each
In addition Hi 227 & 228 or Ger 250, 251 are required. *Note:* Ger 250, 251 may not be used for both literature and history requirements		3 Credits each
Total upper level credits required:		29 + 6

DEPARTMENTAL HONORS

For graduation with honors in German, students must have a 3.0 cumulative average at the end of their senior year. They must petition by the mid-term of their penultimate semester to the department to be allowed to write an honors paper in Independent Study. Honors will be awarded on the basis of 1) their over-all performance in their major courses and 2) on their work in Independent Study.

German 101-102 Elementary German
For students with no creditable training in German. Work in the four language skills with particular emphasis on listening and reading comprehension.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff

German 103-104 Elementary German for Reading and Culture I, II
The first semester of a one-year course designed to introduce the student to German culture through the study of the German language. Using texts related to German history, politics, contemporary science, art and life, the student will develop an elementary reading knowledge of German, as well as a familiarity with the culture which it expresses. This course is also a preparation for the complement to literature in translation courses offered by the department. Grammar will be taught not for active reproduction, but for a passive mastery, to be demonstrated by reading comprehension.
; Lect Hrs 4 Credits
Staff

German 115 Intensive German
A multi-media approach, with concentration on listening and reading comprehension. Open to students with no previous creditable knowledge in German. Good aptitude for learning foreign language is essential. Upon completion, students may enter German 201 and, in special instances, 202. Not offered in 1974-1975
Prerequisite: Permission of instructor.
8 Lect Hrs, 3 Lab Hrs 8 Credits
Ms. Horsley, Mr. Ott

German 201 Intermediate German for Reading I
Intensive grammar review and intensive reading and vocabulary building. Reading in the fields of humanities, natural and social sciences.
Prerequisite: 102 or equivalent.
4 Lect Hrs 4 Credits
Ms. Shuman

German 202 Intermediate German for Reading II
Intensive grammar review and intensive reading and vocabulary building. Reading in the fields of humanities, natural and social sciences.
Prerequisite: 201 or equivalent.
4 Lect Hrs 4 Credits
Ms. Shuman

German 205-206 Audio-lingual Intermediate German
Designed for students who want more than a reading knowledge of building, considerable attention will be given to the oral skills. Strongly recommended for any students thinking of majoring in German and for those who wish a more complete command of the language.
4 Lect Hrs 4 Credits
Staff

German 215 Intensive Intermediate German
Development of reading ability and vocabulary while continuing the oral and writing skills developed in German 115 or elsewhere. Opportunity is given to fulfill the second-year language requirement by exam on completion of the course. Not offered in 1974-1975.
4 Lect Hrs 4 Credits
Staff

German 220, 221 Sophomore Tutorial
Introduction to reading literary works in German. Practice in careful reading of German texts with some attention to methods of literary analysis. Discussion in German.
1 Credit
Staff

German 230 Writing Workshop
Designed to help students develop writing skills within the context of a course oriented toward the study of German literature. It will be offered in translation, although alternate copies of the text in German will be made available for those students who are able to read them in the original. Students will examine three German novellas and write three 3-page papers which will be analyzed by both the instructor and by the students. The course will be conducted on a seminar-style basis, meeting two hours weekly for five weeks. The workshop will be offered twice each semester. Check with the department for dates. No knowledge of German required.
Prerequisite: Permission of instructor.
5 Seminar Sessions 1 Credit
Ms. Shuman

German 244 Germanic Mythology
Norse and Teutonic literature with emphasis on the prose edda, Southern Germanic poems, the Icelandic Saga, the nature of myth, and its survival in post-pagan times. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Ott

German 245 The German Cinema
Traces the development of the German cinema from its beginnings to the present. Directors such as Lang, Murnau, Von Sternberg, and Alexlander Kluge are represented. Course emphasizes both the aesthetic social nature of film as a modern art form and as a German art form in particular.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Ms. Faber

German 250 German Civilization from the Reformation to Goethe's Death
Readings in German history, politics, philosophy, science, literature, and art. From the Reformation to Goethe's death in 1832. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Spaethling

German 251 German Civilization from Romaticism to WW I
Focus will be on Romanticism, the rise of German nationalism, and the revolutionary trends of the period. Among the authors read will be Novalis, Büchner, Heine, Marx, Nietzsche, Rilke, Mann, Freud, Hesse. Music and the visual arts will also be discussed.
3 Lect Hrs 4 Credits
Mr. Dhority

German 253 Goethe and His Age
Representative works of German storm and stress, Classicism and early Romanticism. Includes Goethe, Schiller, Holderlin, Novalis, Kleist. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Dhority, Mr. Hoezel

German 255 Faust-Origin, Legend and the Literary Tradition
The Faustian tradition the historical person, the legend and its cultural implications and a four-century literary tradition. Works will include the Fausts of Marlowe, Goethe and Mann. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Hoelzel, Mr. Bluestone

German 260 Aspects of Modern German Literature
Selected masterpieces of modern German literature including Mann, Hesse, Kafka and Brecht. Conducted in English.
3 Lect Hrs 4 Credits
Ms. Faber

German 262 Nietzsche and the German Arts
As revealed in his works and the works of other artists from 1870-1950. Conducted in English. Not offered in 1974-75
3 Lect Hrs 4 Credits
Mr. Dhority

German 263 Germany in the 20th Century — Weimar and Nazi Culture
A survey of the cultural and creative trends of the Weimar and Nazi periods, with an examination of their roots in Romanticism, Nietzsche and the youth movement. Focus on such exponents as Thomas and Heinrich Mann, the Expressionists, Weltbuhne, the Bauhaus Group, and Rosenberg's Nazi culture. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Ott

German 264 Brecht and The Modern Theater
Brecht's emergence as a significant force in the modern theater. An examination of his major plays and theory of the epic theater with selected readings of contemporary European and American dramatists. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Boelcskevy

German 265 Hesse, Mann and the Romanic Imagination
Major works of Hesse and Mann in the context of both historical and contemporary Romanticism. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Dhority

German 266 East Versus West in Contemporary German Literature
The emergence of the two Germanys as reflected in the works of Grass, Weiss, Uwe Johnson, Brecht and other representative writers. Conducted in English.
3 Lect Hrs 4 Credits
Staff

German 267 Jung and Hesse
Key works of both authors will be read in order to explore the questions of mutual influences, similarities and differences. Particular emphasis will be placed on the authors complementary impact on the humanistic concerns of our day.
3 Lect Hrs 4 Credits
Mr. Dhority

German 268 German Theatre
The tradition of the German theatre from the Middle Ages to the present. Among the playwrights read will be Lessing, Goethe, Schiller, Kleist, Buchner, Hauptmann, Hofmannsthal, Brecht. Course will also include informal classroom performances of some of the dramatic material.
3 Lect Hrs 4 Credits
Mr. Ott

German 271 Modern Austrian Literature
The Austrian literary tradition from the last decades of the Austro-Hungarian Empire to the present, as distinct from the German. Discussion of typical themes and their treatment in works of Schnitzler, Hofmannsthal, Kafka, Rilke, Musil, Handke and other contemporaries. Readings in English translation. No knowledge of German required.
3 Lect Hrs 4 Credits
Mr. Boelcskevy

German 273 Protest and Revolt in German Literature
Elected analysis of works in German literature since Goethe dealing with themes of protest against established authority ranging from individual insurrection to political revolution.
3 Lect Hrs 4 Credits
Mr. Hoelzel

German 275 Images of Men and Women in German Literature
The course will investigate changing roles of attitudes toward, and myths about the sexes as reflected in German literature from the Middle Ages to the present. Readings in English. No knowledge of German required.
3 Lect Hrs 4 Credits
Ms. Horsley

German 280 Special Topics in German Literary and Cultural History
Announced topics which will generally focus on a particular author, work or historical moment.
4 Credits
Staff

German 320, 321 Junior Tutorial
Will focus on representative works of one genre (such as novella, lyric or drama) with the purpose of exposing students to the theory and examples of the genre in an historical context. Reading and discussions in German.
2 Credits
Staff

German 390, 391 Junior Seminar
Intensive training in German composition. Combination of group sessions and individual conferences. Frequent short essays. All discussions in German.
3 Credits
Staff

German 420 Senior Tutorial
Works selected on a special topic of interest to student and instructor, e.g. a theme, single author, period or approach. Readings and discussion in German.
2 Credits
Staff

German 460 German Literature after World War I
Major works by such authors as Mann, Kafka, Brecht, Hesse, Firsch, Dürrenmatt, Grass, their relation to 20th century intellectual life of Germany and the West.
Prerequisite: German 350
3 Lect Hrs 3 Credits
Staff

German 462 Brecht
Bertolt Brecht is the most popular playwright of this century. He is politically engaged, yet, at the same time an accomplished poet. Reading his works in the original German rather than in translation will lead to an appreciation of his poetic skill and diction, as well as illuminate his clever plays with every possible semantic facet of word or phrase. Brecht's best known plays, poems, stories, -Kalender-Geschichten- and an introduction to his theories for theater, and poetry, will be offered during the course.
3 Lect Hrs 3 Credits
Staff

German 478 Independent Study
Selected research topics organized in consultation with individual student.
Prerequisite: Permission of instructor and chairman of the department.
Hrs by Arrangement 3 Credits
Staff

German 479 Independent Study
Selected research topics organized in consultation with individual student.
Prerequisite: Permission of instructor and chairman of the department.
Hrs by Arrangement 3 Credits
Staff

German 490 Senior Seminar
The purpose of the Senior Seminar is that of integration. Here the major student will have the opportunity of learning how to apply literary analysis and appreciation and all the pertinent skills acquired in prerequisite courses. At the same time, this seminar will guide the student towards independence, leading him/her to either Independent Study or Honors course during his/her last semester before graduation.
3 Credits
Mr. Ott

German 586 Methods and Practice Teaching of German in Secondary Schools
The issues and principles of the learning and teaching of secondary school German language and culture. Supervision and critique of practice teaching in the schools. Not offered in 1974-75.
Prerequisite: 6 hours education courses and permission of instructor and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Hrs practice teaching 9 Credits
Staff

GREEK

Greek 101-102 Elementary Greek
Fundamentals of the Greek language.
3 Lect Hrs 4 Credits
Staff

Greek 105-x06 Beginning Modern Greek
The essentials of grammar and syntax with a vocabulary of about 1,000 words, and practice in speaking modern demotic Greek.
3 Lect Hrs 4 Credits
Mr. Koniaris

Greek 201 Intermediate Greek
Continued study of grammar and syntax. Readings include Plato's *Apology* and selections from other dialogues and from Homer's *Iliad*.
Prerequisite: Greek 102 or equivalent.
3 Lect Hrs 4 Credits
Staff

Greek 202 Intermediate Greek
A continuation of Greek 201. Continued study of grammar and syntax. Readings include Plato's *Apology* and selections from other dialogues and from Homer's *Iliad*.
Prerequisite: Greek 201 or equivalent.
3 Lect Hrs 4 Credits
Staff

Greek 205 Intermediate Modern Greek I
Continuation of beginning modern Greek, stressing writing, speaking, and reading of excerpts from modern Greek authors.
Prerequisite: Greek 105-106 or appropriate placement test.
3 Lect Hrs 4 Credits
Staff

Greek 206 Intermediate Modern Greek II
Continuation of beginning modern Greek, stressing writing, speaking, and reading of excerpts from modern Greek authors.
Prerequisite: Greek 205 or appropriate placement test.
3 Lect Hrs 4 Credits
Staff

Greek 301 Advanced Greek Reading and Composition
Review of Greek syntax, reading of literary works with a stress on dialectical differences. Translation from English and original composition.
Prerequisite: Greek 202 or equivalent.
3 Lect Hrs 3 Credits
Staff

Greek 302 Advanced Greek Reading and Composition
A continuation of Greek 301. Review of Greek syntax, reading of literary works with a stress on dialectical differences. Translation from English and original composition.
Prerequisite: Greek 301 or equivalent.
3 Lect Hrs 3 Credits
Staff

Greek 421-422 Introduction to Greek Literature
Plato and the Greek tragedians.
Prerequisite: Greek 201-202.
3 Lect Hrs 3 Credits
Staff

Greek 431-432 Greek Literature
Attic orators, selections from antiphon and Demosthenes, selections from Lysias and Isaeus.
Prerequisite: Greek 202.
3 Lect Hrs 3 Credits
Staff

Greek 433-434 Greek Literature
Greek historians, selections from Herodotus and Xenophon, selections from Thucydides.
Prerequisite: Greek 202.
3 Lect Hrs 3 Credits
Staff

HISTORY

COLLEGE I

Thomas N. Brown, Ph.D., Professor of History and Chairman; Francis L. Broderick, Ph.D., Professor of History; Walter Grossman, Ph.D., Professor of History; Carter Jefferson, Ph.D., Professor of History; Eric Robinson, M.A., Professor of History; Feroz Ahmad, Ph.D., Associate Professor of History; Pauline Maier, Ph.D., Associate Professor; Renee Watkins, Ph.D., Associate Professor of History; Herbert P. Bix, Ph.D., Assistant Professor of History; Spencer Discala, Ph.D., Assistant Professor of History; Paul Faler, Ph.D., Assistant Professor of History; Michael Feldberg, Ph.D., Assistant Professor of History; Linda Gordon, Ph.D., Assistant Professor of History; David Hunt, Ph.D., Assistant Professor of History; Esther R. Kingston-Mann, Ph.D., Assistant Professor of History; William Moffett, Ph.D., Assistant Professor of History; Susan Schneider, Ph.D., Assistant Professor of History; Stanley Remsberg, M.A., Instructor in History; Hatimali Amiji, M.A., Lecturer in History; Kathleen Greenfield, M.A., Lecturer in History.

GRADUATION REQUIREMENTS

Majors are required to take at least forty (40) semester hours in courses offered by the Department of History. In fulfilling that requirement, each history major is required to take:

- Two semesters of introductory history (History 100-199)
- Two semesters of U.S. history (History 265 and 266)
- One semester of Research and Methods (History 480 or 481)
- One semester of non-U.S. Pre-Industrial History (not including introductory courses)
- Two semesters of non-U.S. Post-Industrial History, one of which must be European history (not including introductory courses)
- Twelve semester hours of elective history courses

At least one semester course in the major's program must be in either Asian, African, or Latin American history; and at least one semester course must be in European history.

COLLEGE II

Richard H. Powers, Ph.D., Professor of History and Chairman, Paul F. Boller, Ph.D., Professor of History; Paul A. Gagnon, Ph.D., Professor of History; Louis Ruchames, Ph.D., Professor of History; William A. Percy, Ph.D., Associate Professor of History; Roger W. Prouty, Ph.D., Associate Professor of History; Paul Bookbinder, Ph.D., Assistant Professor of History; Clive Foss, Ph.D., Assistant Professor of History; Frances Hoffman, Ph.D., Assistant Professor of History; Michael W. McCahill, Ph.D., Assistant Professor of History; Lester A. Segal, Ph.D., Assistant Professor of History; Marshall Shatz, Ph.D., Assistant Professor of History; Sheldon Stern, Ph.D., Assistant Professor of History; Joseph Cheng, M.A., Instructor in History; Timothy McCarthy, Ph.D., Instructor in History.

GRADUATION REQUIREMENTS

1. *For classes of 1974 and 1975:* Two semesters of introductory course (100-level) in the freshman year;
   For classes of 1976 and beyond: History 111 and 112 in the Freshman year. NOTE: For those students taking either Europe Since 1660 I or II, History 128 or History 109 in place of History 112, they must in addition take History 111 or 6 credits (3 of which are already required) in European history prior to 1700.
2. History 265 and 266 (Survey of American History) in the sophomore year;
3. History 480 or 481 (Research & Methods Seminar) in the junior year;
4. Three hours (one course) of upperclass course work in European history of the ancient, medieval or early modern period, before 1700;
5. Six hours (two courses) of upper class course work in European history since 1700;
6. Twelve hours (four courses) of other courses offered by the Department beyond the introductory level.

HONORS PROGRAM

The requirements for receiving a diploma with Honors in History are:

1. Satisfactory completion of all University and Departmental requirements for graduation;
2. A 3.0 cumulative average in all University courses, and a 3.3 cumulative average in all History courses through the senior year;
3. Satisfactory completion of the senior honors paper.

Students who intend to graduate in June of their senior year may apply between mid-May of their junior year and mid-September of their senior year; those intending to graduate in January should apply between mid-December and mid-January of the preceding academic year.

Candidates whose eligibility is approved by the Department shall be informed that they may try for honors by writing an honors paper. The Honors Committee shall name an individual reading committee made up of three readers to judge the paper. Approval of the paper by at least two of the three readers is necessary for acceptance. A student accepted into the Honors Program must enroll in a 3-credit reading course, History 479-Independent Reading, under the direction of an adviser.

Hist 103 Europe since 1715 I
An introduction to Modern European History, covering the period from 1660 to 1815. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. McCarthy

Hist 104 Europe since 1715 II
An introduction to Modern European History, covering the period from 1815 to the present. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. McCarthy

Hist 105 Elementary Historical Writing
Principles of historical writing — rules of evidence, use of sources, techniques of research, rhetoric, grammar, and style. Several papers required.
Prerequisite: Freshman only.
3 Lect Hrs 4 Credits
Staff

Hist 107 Ideas and Morality in the West, 500 B.C. to 1700 A.D.
A survey of ideas in their historical contexts. Ancient Greece, 12th and 13th century Europe, and the birth of science in the period around 1600 will be stressed.
3 Lect Hrs 4 Credits
Ms. Watkins

Hist 109 World Civilization I
Pre-industrial civilizations — selected civilizations such as China, India, Greece, Rome, the Christian west and their economies. Philosophical and religious beliefs and their social and political structures. Training in oral and written expression.
3 Lect Hrs 4 Credits
Ms. Kingston-Mann, Mr. Prouty

Hist 110 World Civilization II
Industrial civilizations — the Industrial and Social Revolutions in the West and their impact on other civilizations. Training in oral and written expression.
3 Lect Hrs 4 Credits
Ms. Kingston-Mann, Mr. Prouty

Hist 111 Western Civilization I
The historical development of European civilization, ideas and institutions to 1789, including America's place in the western world. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Gagnon, Ms. Watkins

Hist 112 Western Civilization II
The historical development of European civilization, ideas and institutions since 1789, including America's place in the western world. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Gagnon, Ms. Watkins

Hist 113 Modern World History I
The history of traditional and early modern societies, 1400-1800. Includes Africa, China, Russia and western Europe.
3 Lect Hrs 4 Credits
Ms. Kingston-Mann

Hist 114 Modern World History II
History of modern western industrial societies and the non-western world. 1800-present.
3 Lect Hrs 4 Credits
Ms. Kingston-Mann

Hist 115 East Asian Civilization I
An introduction to the traditional civilizations of China and Japan from the earliest times to the arrival of the western powers. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Bix

Hist 116 East Asian Civilization II
The political, social, economic and intellectual problems resulting from the western impact on China and Japan, as well as Korea and Vietnam. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Bix

Hist 117 Introduction to African Civilization I
The internal dynamics of pre-colonial African societies arising from the Bantu migrations, the rise and fall of the kingdoms of Ghana, Mali and Songhai, the city-states of Kilwa and Zanzibar, the development of the slave trade, and the influence of religion on tribal societies. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Amiji

Hist 118 Introduction to African Civilization II
The interaction between the west and Africa in the nineteenth and twentieth centuries. The African response to European imperialism, social and economic changes under colonialism, the development of nationalism and the struggle for independence, Africa, Afro-American, and Pan-Africanism. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Amiji

History 122 Science and Technology in the Modern World
The importance of science and technology to the evolution of industrial society in the West, the relationships between scientific discovery and technological growth, and the relation of scientific and technological change to evolving social forms and types of economic organization.
3 Lect Hrs 4 Credits
Mr. Robinson

History 123 Revolutions in Modern History I
Comparative study of the English, American and French Revolutions. Study of the subsequent revolutionary tradition in France and the emergence of a European Socialist Movement. Based on works of historical analysis, contemporary documents, and visual materials. Training in written and oral expression.
3 Lect Hrs 4 Credits
Ms. Gordon, Mr. Hunt

History 124 Revolutions in Modern History II
Comparative study of the Russian, Chinese, Cuban and Vietnamese Revolutions.
3 Lect Hrs 4 Credits
Ms. Gordon, Mr. Hunt

History 128 Problems in Modern European History I
An introduction to European history. A topical and integrative approach to the history of Europe from the French Revolution to 1890; training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Discala, Ms. Hoffman, Mr. McCarthy

History 129 Problems in Modern European History II
An introduction to European history. A topical and integrative approach to the history of Europe from 1890 to the present. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Discala, Ms. Hoffman, Mr. McCarthy

History 207 Introduction to Classical Archeology
Offered jointly by the art and history departments. A survey of the art, archeology, and history of Bronze Age Greece and Asia Minor. Introduction to the methods and aims of archeology and to the geographical and historical background of the period. The major area cultures — The Minoan Civilizations, Mycenaean Greece, Troy, and The Hittite Empire.
Prerequisite: Sophomore standing or departmental approval
3 Lect Hrs 3 Credits
Mr. Foss

History 208 Greek History
A survey of the origin, rise and development of ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra. Emphasis on the rise of the Greek city-state and the spread of Greek culture to the East.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Foss

History 209 Roman History
The Roman State from its origins until the triumph of Christianity. Republic and empire will receive equal attention. Closely related to History 208, the two courses provide a continuous history of the Mediterranean world from about 700 B.C. to 300 A.D.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Foss

History 210 Early Middle Ages
Medieval history from Marcus Aurelius to approximately 1000 A.D.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Percy

History 211 Later Middle Ages
Medieval history from 1000 A.D. to the Italian Renaissance.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Percy

History 212 Age of the Renaissance and Reformation I
Men, ideas, and institutions of 14th century through 16th century Europe.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Watkins

History 213 Age of the Renaissance and Reformation II
Men, ideas, and institutions of 14th century through 16th century Europe.
3 Lect Hrs 3 Credits
Ms. Watkins

History 215 Eighteenth Century Europe — Europe in the Age of Enlightenment
The main currents of European thought in their historical setting.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Grossman

History 216 Age of Baroque
Europe in the seventeenth century — study of a period during which, in the midst of religious and political struggles, a new world order emerges. An age that witnessed a transformation from traditional thinking to new scientific categories and a flowering of new expressions in the arts.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Grossman

History 217 Europe in the Nineteenth Century I
A political, social and cultural history of Europe from 1815 to 1871, including the history of each major European nation.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

History 218 Europe in the Nineteenth Century II
A political, social and cultural history of Europe from 1871 to 1914, including the history of each major European nation.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

History 219 Europe in the Twentieth Century I
Political, economic, social, and intellectual history of Europe, with attention to extra-European influences, from 1900 to 1939.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Gagnon, Mr. Jefferson

History 220 Europe in the Twentieth Century II
Political, economic, social, and intellectual history of Europe, with attention to extra-European influences, from 1939 to the present.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Gagnon, Mr. Jefferson

History 221 Tudor-Stuart England
An introduction to English history before 1689. Emphasis on the political crises of the sixteenth and seventeenth centuries.
Prerequisite: Introductory history or departmental approval.
3 Lect Hrs 3 Credits
Staff

History 222 England in the Age of Revolution
English history since 1689, with emphasis on the transformation of life and institutions in the eighteenth and nineteenth centuries.
Prerequisite: Introductory history or departmental approval.
3 Lect Hrs 3 Credits
Staff

History 223 Early Modern France, Renaissance to Revolution
An analysis of social, economic and political currents that produced absolute monarchy and revolution.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Segal

History 224 France, 1815 to the Present
The development of parliamentary institutions and crises in their social, economic and intellectual settings and France's role in the world.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Gagnon

History 225 Russian History I
A survey of the political, economic, social and intellectual development of Russia, from Kiev to the emancipation of the serfs in 1861.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Shatz, Ms. Kingston-Mann

History 22y Russian History II
A survey of the political, economic, social and intellectual development of Russia, from 1861 through the Soviet Union in the Second World War.
3 Lect Hrs 3 Credits
Mr. Shatz, Ms. Kingston-Mann

History 227 German History to 1815
Medieval origins of Germany, the Reformation, the rise of Brandenburg-Prussia, the German Enlightenment, Germany and the French Revolution.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bookbinder

History 228 German History since 1815
German liberalism, nationalism, conservatism in nineteenth century, Revolution of 1848, unification, World War I, Weimar, and the Nazi period.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bookbinder

History 229 The History of Italy, from the Renaissance to 1870
Developments in Italy from the end of the Renaissance to 1870, with emphasis on the eighteenth century and the Risorgimento.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Discala

History 230 The History of Italy, 1870 to the Present
Italian history since 1870, including an examination of Giolittian, fascist and republican Italy.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Discala

History 231 Irish History, 1688 to 1923
The forces and movements which contributed to the development of Irish nationalism and the achievement of national independence.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. McCahill

History 232 Spain and Portugal Since 1469
This course will examine why Spain and Portugal played leading roles in history until the 17th century and the reasons for their decline, as well as comparing Iberian enlightened despotism, liberalism and conservatism, industrialization, fascism, and neocolonialism with their counterparts in other areas of Europe and the world.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Staff

History 233 English History, 1485 to 1800
This course will deal with the transformations within early modern English society that culminate in the hierarchical community of the eighteenth century and the emergence of a stable political order reflecting the balance of interests in society.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. McCahill

History 234 English History, 1750 to the Present
A general introduction to the history of modern England.
Prerequisite: Introductory history.
3 Lect Hrs 3 Credits
Mr. Prouty

History 237 Jewish History, Antiquity to the Late Middle Ages
Political, social, and cultural history of the Jews from biblical antiquity to the 15th century. Attention to the Western and Non-Western setting of Jewish society, and its interaction with ancient Near Eastern, Graeco-Roman, Muslim, and Christian societies and cultures.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Segal

History 238 Jewish History, from the Spanish Expulsion to Modern Statehood
Political, social and intellectual development in Jewish society in Western and Eastern Europe and the Near East from the late 15th century to the creation of Israel in 1948. Attention to — Jewish experience in the Age of Humanism and Reformation, Marranos and Messianism, Polish Jewry and Hassidism, enlightenment, emancipation and 19th century responses to Modernism, Jewish experience in the 20th century.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Segal

History 239 The Middle East, 622 to 1517
Interaction between Islamic society and the West from the rise of Islam in 622 to the Turkish conquest of Egypt.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Ahmad, Ms. Hoffman

History 240 The Middle East, 1517 to the Present
The Middle Eastern response to the West in the age of European expansion and domination.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Ahmad, Ms. Hoffman

History 243 Problems in African Civilization
Intensive study of the interaction between Islam as a socio-political and spiritual phenomenon and traditional African societies. Problem oriented, rather than chronological, approach. The origins and spread of Islam to sub-Saharan Africa, patterns of Islamization, growth of centralized political institutions, the role of Muslim brotherhoods, Mahdism and Messianic movements, development of Afro-Islamic literature and scholarship — Swahili, Hausa and Arabic, and the influence of Islam on modern nationalism and Pan-Africanism.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Amiji

Hist 244 History of East Africa
Modernization and social change in Kenya, Uganda and Tanzania. Such topics as the proto-nationalist movements of the nineteenth century, the politics of survival in the inter-war period, the problems of European and Indian settlers, the development of political parties and liberation movements, particularly the Mau Mau Movement, African socialism, and the problems of ethnicity and national integration.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Amiji

Hist 248 History of Modern Japan
Commencing with the Tokugawa Legacy, the course surveys Japanese history from 1868 to the present day. The development of government institutions, politics and foreign relations as well as economic, social and intellectual changes.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bix

Hist 249 History of Contemporary East Asia
Case studies of Japan, Korea, the Philippines and Indochina since World War II. The American occupation of Japan, the factors involved in its resurgence in the 50's and 60's, the colonial heritage in Korea, the Philippines and Indochina as background for the study of war, revolution and modernization in these areas.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bix

Hist 250 Modern Vietnam
Social and political history of Vietnam within the context of great-power rivalries.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bix

Hist 265 American History I
A survey of American history from 1763 to the Civil War. The expansion and consolidation of the American Union, the development of national and international policies and the cultural and economic forces that shaped them.
3 Lect Hrs 4 Credits
Staff

Hist 266 American History II
A survey of American history from the Civil War to the present. Expansion and consolidation of the American union, the development of international policies and the cultural and economic forces that shaped them.
3 Lect Hrs 4 Credits
Staff

Hist 270 American Colonial History, The Earliest Settlements to 1763
The English background of emigration and settlement. The evolution of imperial institutions, American social, economic, and religious development. Emphasis on political ideas, institutions and behavior in the 17th and 18th centuries.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Maier

Hist 271 Age of the American Revolution, 1763 to 1789
The development of the conflict with Britain, 1763-1776, the Revolutionary War and its effects, the forming of republican institutions for state and federal governments.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Maier

Hist 273 The Age of Jackson and Lincoln
A social, economic, political and cultural history of the United States from 1815 to 1861.
Prerequisite: History 265 and 266 or Junior standing.
3 Lect Hrs 3 Credits
Mr. Ruchames

Hist 274 Civil War and Reconstruction History
Causes of the Civil War, its social, political, and ideological history, and the problems and results of Southern Reconstruction.
Prerequisite: History 265 and 266 or Junior standing.
3 Lect Hrs 3 Credits
Mr. Ruchames

Hist 276 The United States in the Twentieth Century, 1900 to 1937
American politics and culture from the Progressive Period through the New Deal.
Prerequisite: History 266 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Brown

Hist 277 The United States in the Twentieth Century, 1937 to 1973
American politics and culture from the New Deal to the present.
Prerequisite: History 266 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Brown

Hist 282 Colonial Latin America
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the New World, and the economic, social, religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between colonial Latin America and other contemporary and later empires.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Schneider

Hist 283 Latin America, Independence to the Present
The histories of Mexico, Argentina, Brazil and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the 19th and 20th centuries, and the resulting political and social consequences.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Schneider

Hist 286 Topics in American Religious History
American spiritual experience and expression from the Puritan beginnings to the present, including such topics as religious pluralism, the relationship between religion and social reform, styles of conversion, the decline of piety, and the impact of immigrants and religion upon the Protestant majority.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Staff

Hist 308 Diplomatic History of Europe, 1815 to 1914
The diplomacy of the concert of Europe, the Eastern question and Bismarck and of imperialism leading to the outbreak of war in 1914.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Ahmad

Hist 309 Diplomatic History of Europe, 1914 to the Present
The system of collective security set up after World War I, and the failure of this system before the second World War. Discussion of the origins and consequences of the Cold War.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Ahmad

Hist 310 Economic History of Western Europe to 1750
A survey emphasizing the interrelationship of economic life and demographic, social political, and religious development. Particular emphasis on the development of capitalism and laissez-faire.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 credits
Staff

Hist 311 Economic History of Western Europe Since 1750
The economics of Western Europe from 1750 to the present.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits

Hist 314 History of European Ideas I
Main currents of European thought in the seventeenth and eighteenth centuries.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

Hist 315 History of European Ideas II
Main currents of European thought in the nineteenth and early twentieth century.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

Hist 317 The American University
A review of the traditional function and character of higher education in American society, and an examination of recent fundamental changes in both.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

Hist 320 History of American Foreign Policy, 1763 to 1900
Survey of United States foreign policy and relations with the rest of the world, from the Colonial Period to the end of the nineteenth century. Emphasis on domestic sources of foreign policy and U.S. expansionism.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Remsberg

Hist 321 History of African Foreign Policy, The Twentieth Century
Survey of United States foreign policy and diplomatic relations with other powers from the turn of the century to the 1960s. Emphasis on domestic sources of foreign policies and on general topics such as World Wars I and II, Cold War diplomacy, and the debate over America's role in world affairs.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Remsberg

Hist 323 History of Boston
A general survey from 1630 to the present emphasizing the variety of people who gave this seaport its special character and prominence in American History.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Prouty

Hist 324 American Social History to the Civil War
The emergence of social institutions in America from the establishment of colonies to the mid-nineteenth century.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Feldberg

Hist 325 American Social History from the Civil War to the Present
The American Dream as it has related to institutions and ethnic groups in twentieth century U.S.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Feldberg

Hist 326 History of American Thought to the Civil War
Ideas in America — religious, scientific, political, social and economic — from the Colonial Period to the Civil War.
Prerequisite: History 265 and 266 or Junior standing.
3 Lect Hrs 3 Credits
Mr. Boller, Mr. Broderick

Hist 327 History of American Thought from the Civil War to the Present
Ideas in America — religious, scientific, political, social and economic — from the Civil War to the New Deal.
Prerequisite: History 265 and 266 or Junior standing.
3 Lect Hrs 3 Credits
Mr. Boller, Mr. Broderick

Hist 328 Black History in America I
The history of Black people in America from African origins through the conclusion of Reconstruction in 1877. The development of slavery in the south and life in the cities of the north, particularly through original accounts by Black Americans.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Stern

Hist 329 Black History in America II
The experience of Black Americans from the rise of Jim Crow after 1877 through the emergence of the Black challenge to American racial values and institutions in the 1950s and the 1960s.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Stern

Hist 330 History of Working People in America
A history of working people in America, from colonial times to the present, with special emphasis on industrialization, its economic and social impact on workers, and the ways in which working people respond to those changes.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Faler

Hist 332 Medieval Law
The principles underlying the evolution of law in Western Europe. Emphasis on England during the Middle Ages. Some of the legal concepts and procedures necessary in understanding Medieval History and common law. Recommended for pre-law students.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Percy

Hist 333 The Medieval Mind
Through literary, philosophical, and religious masterpieces from the period, this interdisciplinary seminar probes the culture which created the modern West and considers the differences between its modes of thought and moral values and ours.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Percy

Hist 334 The Social and Economic Transformation of Europe
Europe's Industrial Revolution, fundamental social changes associated with industrialization in demographic regime, family structure, social stratification, etc. Consideration of movements opposed to modernization.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits

Hist 335 Science and Technology in the Industrial Revolution in Britain
The social and economic effects of science and technology during the Industrial Revolution, and some of the consequences for education. The implications for some of Britain's leading industries of the changeover to steampower and to new chemical processes. Special case study of the important engineering firm, Boulton and Watt. No special knowledge of science required.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Robinson

History 336 Artisans and Peasants in Early Modern Europe
An analysis of the consciousness, the family and community organization, and the political activity of peasants and artisans in 17th and 18th century Europe.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Hunt

History 338 The British Empire, 1700 to 1900
An historical study of selected topics and problems in the economy, polity, and ideology of the eighteenth and nineteenth century British Empire and a review of the British role in the world economy.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Prouty

History 343 The French Revolution
History of the efforts of the French people to overthrow the social system of the old regime and to replace it with one more suited to their needs.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Hunt

History 344 Literature and History — Russia 1825 to 1917
This course will explore the interaction between Russian literature and Russian history between 1825-1917.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Kingston-Mann

History 345 Contemporary Currents of Protest in the Soviet Union
An examination of the rise of criticism of official policies since the death of Stalin in 1953.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Shatz

History 346 History of the Russian Intelligentsia, Eighteenth Century to the Present
Rise and development of political dissidents in Russia, from the origins of the Intelligentsia in the eighteenth century to Stalin's purges of the 1930's.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Shatz

History 347 The Russian Revolution, 1917
The origins and development of the Russian Revolution, with special emphasis on the questions of war, property, and constitutional freedom that divided prerevolutionary opponents of the Tsarist Regime in 1917.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Kingston-Mann

History 350 History of European Liberalism
A study of the evolution of the liberal tradition in European thought from the 17th to the 20th century. Emphasis is placed upon varieties of liberalism, the distinctiveness of national traditions, and the relationship of liberalism to rival ideoligies such as democracy, socialism, and conservatism.
Prerequisite: Introductory European history.
3 Lect Hrs 3 Credits
Mr. McCarthy

History 352 The Habsburgh Monarchy, 1699 to 1918
Consolidation of the multi-national Habsburg Empire and its peculiar social, economic, and political institutions. Decline of the Austrian idea under the impact of 19th century tensions. National awakening of Czechs, Germans, Poles, Magyars, South Slavs, and the historical, social and psychological roots of nationalism. Attempts at reform and conciliation. Ultimate failure of the multi-national state. Cultural and intellectual achievements of the monarchy's last two centuries.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Staff

History 354 Vienna, 1900
Vienna, capital of the Austro-Hungarian Empire at the turn of the century, a time of political disintegration, when it became the center of new pioneering, intellectual, scientific, and aesthetic activities.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Grossman

History 355 Hitler, a Man and his Times
A focus on the life and career of Adolf Hitler to elucidate an important period in German and European History.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Bookbinder

History 358 Marx and Freud, Studies in Modern Intellectual History
A comparison of the approaches of Marx and Freud to political and social problems. Some attention will be given to thinkers e.g., Herbert Marcuse, who have sought to combine the insights of Marx and Freud.
Prerequisite: Junior Standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. McCarthy

History 359 History of European Socialism
A history of Socialist ideas and movements from about 1800 to about 1939. Special attention will be given to the development of Marxism.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. McCarthy

History 361 Women in Industrial Capitalist Society
General social history of women and the institutions that governed their lives — the family, sexual and reproductive practice, child-raising practices, the social organization of work and control over the means of production.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Gordon

History 362 History of Feminism
The political and cultural rebellion of women in England and America from the late 18th century to the present, including the contemporary women's liberation movement. Women's rights movements, and women's participation in the labor movement, the Socialist and Communist movements, abolitionist struggle and the Civil Rights movement.
Prerequisite: History 361.
3 Lect Hrs 3 Credits
Ms. Gordon

History 363 Hitler and Stalin, Comparative Dictatorship
An historical comparison of Germany under Hitler and the Soviet under Stalin.
Prerequisite: Junior Standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bookbinder, Mr. Shatz

History365 Modernization, Nationalism and Revolution in the Middle East I
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1798 to 1914. Comparative analysis of the different societies of the area and their political, economic and social structures.
Prerequisite: An introductory History course 100-199, preferably 111 or 112.
3 Lect Hrs 3 Credits
Mr. Ahmad

History 366 Modernization, Nationalism and Revolution in the Middle East II
Impact of the Western World on the Middle East and the Middle Eastern response, especially the latter, from 1914 to the present. Comparative analysis of the different societies of the area and their political, economic and social structures.
Prerequisite: An introductory History course 100-199, preferably 111 or 112.
3 Lect Hrs 3 Credits
Mr. Ahmad

History 375 History of Africa from 632 to 1870
The impact of Islam on Africa, the Bantu Migration, the rise and fall of African kingdoms and city-states, the era of the slave trade, nineteenth century reformist movements in Eastern and Western Sudan, and interaction between traders, missionaries and African societies.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Amiji

History 376 History of Africa from 1870 to the Present
The European conquest and partition of Africa, the establishment of European rule and African response to colonialism, forms of native administrative policies, socio-economic changes in African societies, growth of African Nationalism, the emergence of independent African states and problems of decolonization.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Amiji

History 398 Topics in the History of Boston
An intensive study of selected topics in the History of Boston.
Prerequisite: History 323 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Prouty

History 478 Special Problems I
Guided reading and research, may be used in departmental honors program.
Prerequisite: Senior standing, History major.
Hrs by Arrangement 3 Credits
Staff

History 479 Special Problems II
Guided reading and research, may be used in departmental honors program.
Prerequisite: Senior standing, History major.
Hrs by Arrangement 3 Credits
Staff

History 480 Seminar in European History
A problem course intended to give training in historical research writing. The field of European study varies each semester.
Prerequisite: College I only — Junior standing or departmental permission.
— College 2 only — Junior and Senior History majors.
3 Lect Hrs 3 Credits
Staff

History 481 Seminar in American History
A problems course intended to give training in historical research and writing. The field of American study varies each semester.
Prerequisite: College I only — Junior standing or departmental permission.
— College 2 only — Junior and Senior History majors.
3 Lect Hrs 3 Credits
Staff

History 482 Seminar in Latin-American History
A problem course intended to give training in historical research and writing. The field of Latin-American study varies each semester.
Prerequisite: College 1 only — Junior standing or departmental permission.
— College 2 only — Junior and Senior History majors.
3 Lect Hrs 3 Credits
Ms. Schneider

History 590 Field Practicum in History
The practicum is designed to enable a student to earn 15 hours credit — six in his major field — for a semester of work during the academic year with a government agency. The program is designed to integrate this experience into a more general education plan which will require majors to complete a pre-course that is substantially related to the proposed internship in the semester preceding and a similarly related post course in the semester following the internship. See dept. for a specific sample program.
Prerequisite: Approval of History department.
Hrs by Arrangement 9 Credits
Staff

HUMANITIES

Human 114 Masterpieces in Western Literature
Selected works in various genres and from various periods by such major writers as Homer, Sophocles, Dante, Shakespeare, Goethe, Tolstoy, and Faulkner. Special attention to writing.
Prerequisite: English 102.
3 Lect Hrs 4 Credits
Mr. Gittleman, Mr. Nelson, Mr. Bluestone

Human 243 Myth and Literature
The nature of myth itself and its cultural expressions in literature and some other folk art forms. Ovid's *Metamorphosis* will be a frequent point of departure for detailed consideration of analogous mythical stories and motifs our own and other cultures. Exploration, through both literary and theoretical sources, of some of the basic myths dealing with creation and destruction, male and female, the development of the hero, and so forth.
3 Lect Hrs 3 Credits
Ms. Mendillo

Human 245 Fantasy and Utopia
A study of types and modes of fantasy in literature, such as science fiction, Utopian romance, Tolkienian fairy-tale, satiric voyage, and tales of the pre-natural. A consideration of the contemporary fantasy revival and of the roles of fantasy in contemporary life and experience.
3 Lect Hrs 3 Credits
Mr. Hart, Ms. Warren

Human 247 Readings in European Fiction
The art and the thought of major European novelists, including Dostoevsky, Tolstoy, Flaubert, Stendhal, Gide, Mann, and Kafka.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Stock

Human 249 African Literature
A survey of African literature. Includes such writers as Yacine, Bourboune, Ouologuem, Soyinka, Ngugi, P. Bitek, Paton and Abrahams.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Truesdell

Human 254 Romanticism in European Literature
The development of Romanticism in Europe.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Mr. Ott

Human 260 Prophetic Modes in Literature
Visionary and prophetic experience as reflected in selected writings from such sources as the *Bible*, Blake, Hesse, and primitive poetry. Theoretical works about non-rational perception. Tarot readings and the I-ching.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Schreiber

Human 263 Proust, Joyce and Mann
Vision of self or society, of art and reality as seen by three major contributors to 20th century man's understanding of himself. Studied in comparative context.
3 Lect Hrs 3 Credits
Mr. Eskin

Human 383 The Image of Women in Literature
Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Checkhov, Hemmingway, Faulkner, Mailer and Lessing.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Hunt, Ms. Dittmar, Ms. Ferguson

Human 405 Innocence — The Quest from Sophocles to Sam Beckett
Combining literary analysis and intellectual history, the course will examine some elements of change and some of constancy in the western ethical traditions.
3 Lect Hrs 3 Credits
Ms. Watkins, Mr. Helms

Human 446 Literature and the Political Imagination
An intensive exploration of the language and imaginative forms through which politics finds expression in literature. Special attention will be given to the personal visions of specific writers as they relate to such matters as style, tone, imagery, or structure. Fiction, and poetry will be studied, mostly modern. Through close textual analysis we will try to formulate criteria for judging the uses and misuses of language and literature put in the service of politics or responding to politics.
Prerequisite: 1 Sophomore English course.
3 Lect Hrs 3 Credits
Ms. Dittmar

INTERDISCIPLINARY

Intr D 101 Foundations in Law and Justice
A team taught non-disciplinary investigation into some general problems and dimensions of law and justice. Subject matter includes bandits and outlaws, the source and limits of legal authority, legal codes, the law and social justice, crimes and punishments. Emphasis on basic academic skills, and on work in small groups. Open to *freshman only*. Satisfies one semester core requirement in Freshman English and one semester of either Humanities or Social Science.
Prerequisite: Freshman standing.
3 Lect Hrs, 3 Disc Hrs 8 Credits
Staff

Intr D 102 Freshman Seminar in Law and Justice
A seminar examination of specific issues in law and justice emerging from the general themes studied in Inter-Disciplinary 101 Law and Justice. Open only to students who have passed Inter-Disciplinary 101. Satisfied the core requirement for the second semester of Freshman English.
Prerequisite: Inter-Disciplinary 101.
1 Lect Hr, 2 Disc Hrs 4 Credits

Intr D 103 Problems of Law and Justice
Short courses in law and justice on specialized problems of contemporary interest.
Variable 1-2 Credits
Staff

Intr D 120 Learning and Schooling
This course will study some of the changes in schools exemplified in the creation of "free schools" and "open class rooms" in an attempt to raise and discuss some basic questions about schools and children. The topics covered will be freedom and control in education, schools and the transmission of dominant social values, human development curriculum, and learning knowledge. Emphasis in this course will be put on the goals, methods, and problems of both traditional public schools and "free schools" as they are exemplified in practice. Consideration will be given to other alternatives that have been attempted in addition to traditional schooling (like the high-school without-walls) "deschooling" theory. This course will not only be taught through lecturers and group discussions, but also through the use of films and, where possible, visits to free schools and open classrooms.
6 Hrs 8 Credits
Staff

Intr D 125 Science for Survival
Science for humane survival, is an interdisciplinary year-long course that attempts to answer two main questions — How can long-term survival of the human species in humane conditions be achieved? How can individuals survive as healthy and vigorous humane beings in contemporary industrial society? Topics include food, energy, pollution, population, ideology, social organization, transportation, exercise, clothing, shelter, competition. Organized topically and without prerequisites, the course may be entered in either the fall or the spring semester, and is open to all students. Two lectures and one discussion weekly. A variety of workshops are sponsored by the course participation in which is optional, but encouraged. Offered on a pass-fail basis only, no letter grades, it carries 4 credits per semester and satisfies the science requirement for College II students. It satisfies the science requirement for College I students if they participate in one of the course workshops offered by science faculty members.
2 Lect Hrs, 1 Dist Hr 4 Credits
Mr. Salzman

Intr D 126 Science for Survival
A continuation of Int-D 125. Science for Humane Survival, is an interdisciplinary year-long course that attempts to answer two main questions — How can long-term survival of the human species in humane conditions be achieved? How can individuals survive as healthy and vigorous humane beings in contemporary industrial society? Topics include food, energy, pollution, population, ideology, social organization, transportation, exercise, clothing, shelter, competition. Organized topically and without prerequisites, the course may be entered either in the fall or spring semester, and is open to all students. Two lectures and one discussion weekly. A variety of workshops are optional but encouraged. Offered on a pass-fail basis only, no letter grades. It carries 4 credits per semester and satisfies the science requirement for College II students. It satisfies the science requirement for College I students if they participate in one of the course workshops offered by science faculty members.
2 Lect Hrs, 1 Disc Hr 4 Credits
Mr. Salzman

Intr D 501 Intern in Law and Justice
Assist the faculty in Inter-Disciplinary 101.
Prerequisite: Limited enrollment. Must apply and be accepted by the Law and Justice Committee. Upper class standing.
3 Lect Hrs, 3 Disc Hrs 5 Credits
Staff

Intr D 502 Intern in Law and Justice Seminar
Assist the faculty in Inter-Disciplinary 102.
Prerequisite: Limited enrollment. Must apply and be accepted by the Law and Justice Committee. Upper class standing.
1 Lect Hr, 2 Disc Hrs 3 Credits
Staff

Intr D 520 Internships in Learning and Schooling
Student internships in courses, learning, and schooling.
Prerequisite: Selections by instructors.
2-3 Hr Classes 5 Credits
Staff

ITALIAN

COLLEGE I

Gerald C. Volpe, Ph.D., Associate Professor of French and Italian and Chairman; Vito R. Giustiniani, Dottore in lettre e filosofia, Professor of Italian; Antonio F. Carrara, Ph.D., Assistant Professor of Italian; Lawrence J. Kabat, Ph.D., Assistant Professor of Italian; Giovanni Catalani, M.A., Instructor in Italian.

GRADUATION REQUIREMENTS

Majors are required to take a minimum of 30 credits in Junior-Senior level courses in Italian, including Italian 301-02 (or its equivalent). All majors must have taken Italian 311 (or its equivalent) as prerequisite for advanced literature courses.

At the end of the Senior year, majors are encouraged to take a comprehensive oral and written examination in Italian, both as an academic experience summing up their Italian studies and as qualification for the University and Departmental awards in Italian. The examination would cover three specific fields of Italian literature (to be chosen by the student from among: 1. Il Duecento e Il Trecento; 2. Umanesimo e Rinascimento; 3. Il Seicento e Il Settecento; 4. Romantiscismo e Risorgimento; 5. Il. Novecento) but the student would be expected to have some knowledge of the course and direction of Italian literature in general. Students who wish to take the examination should consult the academic advisor at the beginning of the Spring semester of the Senior year.

Departmental Honors. To graduate with honors, a student must: 1. achieve a 3.5 average in his Italian studies; 2. submit to the Italian Department a short research paper written during the second semester of his Senior year under the supervision of the Departmental advisor; 3. take the comprehensive examination; 4. be recommended by the Departmental Honors Committee; 5. attain a 3.0 overall grade average.

The student may elect to discuss his Honors paper in an open Departmental meeting instead of taking the oral part of the comprehensive examination.

The Department grants 6 credits towards the total 30 major credits for successful completion of the Honors program.

COURSE OFFERINGS

Course numbers 261, 262, 265, 266 and 270 are literature courses in translation. They satisfy the language requirement. All other courses are given in Italian.

Ital 101-102 Elementary Italian I, II
For students who have no creditable training in Italian, intensive practice in the four language skills, with an audio-lingual approach.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff

Ital 201 Intermediate Italian I
An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: Italian 102 or equivalent.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff

Ital 202 Intermediate Italian II
A continuation of Ital 201. An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: Italian 201 or equivalent.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff

Ital 261 The Contemporary Italian Novel
An analysis of the leading artistic and social problems of the twentieth century in such representative authors as Levi, Vittorini, Moravia, Silone, Svevo, Pavese, Pasolini, and Pratolini. Readings and discussions in English.
3 Lect Hrs 4 Credits
Mr. Kabat

Ital 262 The Theater of Italy
The evolution of the theater from the Renaissance to the Avant-Garde. Readings and discussions in English.
3 Lect Hrs 4 Credits
Mr. Kabat

Ital 265 Masterpieces of Italian Literature
A study of some of the representative authors from the Middle Ages to the modern time. Readings and discussions in English.
3 Lect Hrs 4 Credits
Staff

Ital 266 Political Thought in Italian Literature
Political ideas from medieval universalism to modern nationalism. Readings and discussion in English.
3 Lect Hrs 4 Credits
Mr. Kabat

Ital 270 Dante's Comedy in English
Reading and Discussion of the 3-part masterwork of Italy's greatest poet — *Inferno*, *Purgatorio*, and *Paradiso* in English.
3 Lect Hrs 4 Credits
Mr. Volpe

Ital 301 Italian Composition and Conversation
An intensive review of grammar, exercises in free composition, and conversational practice.
Prerequisite: Italian 202 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Carrara

Ital 302 Literary Theories and Bibliography
An introduction to methods of literary analysis and the acquisition of bibliographical skills.
Prerequisite: Italian 301 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 311-312 Introduction to Italian Culture through Literature
A survey of Italian literature as a reflection of Italian civilization from the Renaissance to the modern period.
Prerequisite: Italian 202 or equivalent
3 Lect Hrs 3 Credits
Mr. Carrara

Ital 320 Dante and the Duecento
Dante's lyric poems examined in the light of the Italian lyrical tradition from the Sicilian school to the Dolce Stil Nuovo.
Prerequisite: Italian 311 or departmental permission.
3 Lect Hrs 3 Credits
Mr. Carrara

Ital 321 Dante — Commedia I
Selections from the earlier works of Dante as an introduction of the *Commedia*. Followed by a close analysis of the *Inferno*.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Volpe

Ital 322 Dante — Commedia II
The Purgatorio and *The Paradisio*.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Volpe

Ital 331 Petrarca and Boccaccio
An analysis and discussion of the works of these two masters as they reflect the humanist rejection of Medieval mysticism and a pre-occupation with man's earthly condition.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Carrara

Ital 341 The Age of Humanism in Italy
The Humanist literature of the Italian Renaissance in the light of the intellectual and artistic preoccupations of the age.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 342 The Italian Renaissance
Machiavelli, Castiglione, Ariosto, and Tasso as exponents of the multiple aspirations and achievements of Italy's Golden Age.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 350 The Renaissance Epic
The evolution of the Epic poem in Italian literature of the Renaissance — Pulci, Boiardo, Ariosto, Tasso.
Prerequisite: Italian 311 and departmental permission.
3 Lect Hrs 3 Credits
Mr. Volpe

Ital 381 Italian Literature of the 17th and 18th Centuries
Marino, Vico, Goldoni, Parini, and Alfieri as examples of the development from the extravagance of the Baroque to the rationalism of the Age of Enlightenment.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Kabat

Ital 411 Neo-Classicism and Romanticism
An analysis of this complex movement in its exaltation of liberty and imagination during the revolutionary period of the Risorgimento when Italy became a nation. Monti, Foscoli, Leopardi, and Manzoni.
Prerequisite: Italian 311 or equivalent and permission of instructor.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 431 The Modern Novel
An analysis of the post-Romantic literary trends such as Verismo, Regionalismo, and Neo-Realismo. Some of the authors to be studied are Verga, Svevo, Pirandello, and Silone.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Kabat

Ital 432 Contemporary Novel
Such trends as Letterature di Costume, Il Romanzo Psicologico, and I Mimetici and the avant-gard movements considered in the writings of Levi, Vittorini, Moravia, Pasolini, Abrazino and others.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Carrara

Ital 441 Modern Italian Poetry
A survey of the principal poets from Carducci to Saba, with emphasis on Hermeticism.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Staff

Ital 478-479 Readings and Research I, II
Especially recommended to Seniors. Independent study and frequent consultations with a departmental adviser on a fairly broad aspect of Italian literature of special interest to the student.
Prerequisite: Departmental permission.
Hrs by Arrangement 3 Credits
Staff

Ital 480 Letteratura Dialettale Italiana
The impact of dialect poetry in Italian literature particularly in the Romantic Period, in relation to the questione della lingua.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 498-499 Honors Thesis in Italian I, II
Independent and original investigation of a specific aspect of Italian literature of special interest to the student, under the supervision of a departmental adviser.
Prerequisite: Departmental permission.
Hrs by Arrangement 3 Credits
Staff

Ital 586 Methods and Practice Teaching of Italian in Secondary Schools
The issues, principles and methods of secondary school Italian language teaching. Supervision and critique of practice teaching.
Prerequisite: 6 hours education courses and admission to Teacher Certification Program.
3 Lect Hrs, 20 Hrs practice teaching 9 Credits
Mr. Carrara

LATIN

Latin 111-112 Elementary Latin
For students who have no creditable training in latin. Intensive practice in language skills with introductory readings.
3 Lect Hrs 4 Credits
Staff

Latin 211-212 Intermediate Latin
Review of reading skills, selective readings in Latin literature.
Prerequisite: Latin 112 or equivalent.
3 Lect Hrs 4 Credits
Staff

Latin 311-312 Latin Composition
Composition, review of Latin syntax and structure, translations from English and original compositions.
Prerequisite: Latin 212 or equivalent.
3 Credits
Staff

Latin 331 Latin Literature and Virgil
Intensive study of the epic poetry of Virgil.
Prerequisite: Latin 212 or equivalent.
3 Lect Hrs 3 Credits
Staff

Latin 332 Latin literature Elegiac Poetry
Intensive study of Catullus and the Elegiacs.
Prerequisite: Latin 212 or equivalent.
3 Lect Hrs 3 Credits
Staff

Latin 333 Latin Literature — Ovid
Intensive study of Ovid's *Metamorphoses*.
3 Lect Hrs 3 Credits
Staff

Latin 334 Latin Literature — Tacitus
Intensive study of the *Annals* by Tacitus.
Prerequisite: Latin 212 or equivalent.
3 Lect Hrs 3 Credits
Staff

Latin 335 Latin Literature — Lucretius
Intensive study of Lucretius' *De Rerum Natura*.
Prerequisite: Latin 212 or equivalent.
3 Lect Hrs 3 Credits
Staff

Latin 336 Latin Literature — Cicero
Intensive study of Cicero's *The Philosophical Work*.
Prerequisite: Latin 212 or equivalent.
3 Lect Hrs 3 Credits
Staff

Latin 337 Latin Literature — Roman Theatre
Readings in the Roman Theatre, including works by Plautus, Terence and Seneca.
Prerequisite: Latin 212 or equivalent.
3 Lect Hrs 3 Credits
Staff

Latin 338 Latin Literature — Horace
Horace's odes and satires.
Prerequisite: Latin 212 or equivalent.
3 Lect Hrs 3 Credits
Staff

Latin 339 Latin Literature — Roman Satire
Reading of selected satires of Juvenal, epigrams of Martial together with an analysis of Cena Trimalchionis, Ludus de Morte Claudii and selected inscriptions.
Prerequisite: Latin 212 or equivalent.
3 Lect Hrs 3 Credits
Ms. Tobin

MATHEMATICS

COLLEGE I

Alfonso Azpeitia, Ph.D., Professor of Mathematics and Chairman; Herbert Kamowitz, Ph.D., Professor of Mathematics; Robert Seeley, Ph.D., Professor of Mathematics; James S. Byrnes, Ph.D., Associate Professor of Mathematics; Guy Hogan, Ph.D., Associate Professor of Mathematics; John A. Lutts, Ph.D., Associate Professor of Mathematics; Some Nath Mukherjee, Ph.D., Associate Professor of Mathematics; Elizabeth O'Neill, Ph.D., Associate Professor of Mathematics; Dean Bandes, Ph.D. Assistant Professor; Carl Cohen, M.A., Assistant Professor of Mathematics; Daniel Comenetz, Ph.D. Assistant Professor of Mathematics; So-Fei Fang, Ph.D. Assistant Professor of Mathematics; Joan Lukas, Ph.D. Assistant Professor of Mathematics; Sherwood Washburn, Ph.D. Assistant Professor of Mathematics; Joseph F. Russell, M.A., Part-time Lecturer in Mathematics.

COLLEGE II

Taffee T. Tanimoto, Ph.D., Professor of Mathematics and Chairman; Ethan Bolker, Ph.D., Professor of Mathematics; Matthew Gaffney, Ph.D., Professor of Mathematics; Geza Schay, Jr., Ph.D., Professor of Mathematics; Bernice Auslander, Ph.D., Associate Professor of Mathematics; Ernest S. Elyash, Ph.D., Associate Professor of Mathematics; Stephen K. Parrott, Ph.D., Associate Professor of Mathematics; Colin Godfrey, Ph.D., Assistant Professor of Mathematics; Helen Skala-Kowalski, Ph.D., Assistant Professor of Mathematics; Michael B. Tomlinson, Ph.D., Assistant Professor of Mathematics; James N. Whitney, Ph.D., Assistant Professor of Mathematics; Dennis H. Wortman, Ph.D., Assistant Professor of Mathematics; Marc Levine, M.A., Instructor in Mathematics; Victor Miller, M.A., Instructor in Mathematics; Anthony Marcinkiewicz, M.A., Part-time Lecturer in Mathematics; Robert Reitano, M.A., Part-time Lecturer in Mathematics.

COURSES PRIMARILY FOR NON-MAJORS

Math 100 through Math 137 are courses primarily for non-majors. The goals of these courses vary substantially and the student should therefore consult with his advisor or the Mathematics Department(s) before deciding which of them to take. The calculus sequence,

Math 140, 141, (150) and 240 will also interest many non-majors. Note that Math 100 and 105 are designed for — and limited to — those students who found high school mathematics a severe stumbling block.

DIAGNOSTIC TEST*

Note that any student who wishes to register for any course from Math 100 through to Math 140 inclusive is required to take the departmental diagnostic test and be advised on the basis of his or her score prior to registering for that course.

GRADUATION REQUIREMENTS FOR MATHEMATICS MAJORS*

All mathematics majors are required to take Math 140, 141, 150 and 240 or their equivalents; Math 255 or Math 258; Math 350, Math 360 and six other courses above Math 258; Physics 113 (lab optional).

*Note: Those policies above marked with an * are current ones. They will probably be changed somewhat before the Fall, 1974, Semester begins. Consult with the Mathematics Department(s) for any possible changes.

COURSE OFFERINGS

The prerequisite for all introductory level courses, unless otherwise stated is: two years of algebra and one year of plane geometry at the high school level. NOTE: Some courses are under consideration for revision; thus what is contained below represents current departmental offerings (as of January 23, 1974); please consult the Mathematics Department (s) for any possible changes.

GRADUATE PROGRAM

A complete description of the graduate program in Mathematics appears in a section on graduate programs at the end of this catalog.

Math 100 Liberal Arts Mathematics I
An historical-cultural survey of the main areas of mathematics. Emphasizes the interplay of these areas with man's philosophic, artistic, commercial, social and scientific pursuits.
Prerequisite: Permission of instructor prior to registration.
3 Lect Hrs 4 Credits
Staff

Math 110 Basic Math and College Algebra
For students with weak mathematics background who want to develop skills for further math or science courses. By meeting five days a week the course will cover a review of basic high school mathematics and much of the material in Math 130. Open to students with less than 3 years high school preparation.
5 Lect Hrs 4 Credits
Staff

Math 120 Liberal Arts Mathematics II
Designed for students who do not expect to take many mathematics and/or science courses. Aims at providing an appreciation of the nature of math. Topics serving that end are selected from number theory, elementary topology, combinatorics etc. This course is *not* a prerequisite for other courses and it is *not* the second semester of math 100.
3 Lect Hrs 4 Credits
Staff

Math 125 Elementary Probability Theory
For non-science and non-mathematics majors. Topics include elementary set theory, combinations, permutations and other counting formulas, finite probability theory, random variables and their distributions. Serves as preparation for Math 126 or statistics courses in other departments.
3 Lect Hrs 4 Credits
Staff

Math 126 Elementary Statistics
Statistics without calculus. Begins with brief review of elementary probability. Finite distributions and probability density functions. Computation of elementary analysis of variance and regression. Expectation, confidence intervals and a few distribution-free non-parametric methods of data analysis. Math 125 is suggested as preparation but is not a strict prerequisite.
3 Lect Hrs 4 Credits
Staff

Math 130 College Algebra and Trigonometry
Provides a review of college algebra, trigonometry and enough analytic geometry to begin the calculus sequence. For students with adequate basic math skills who need to review and extend their knowledge of algebra, etc., before taking more advanced courses in math or science. Ordinarily science and math majors should begin with Math 140 and or Math 150. (See also Math 110, which may not be taken for credit in addition to Math 130.)
3 Lect Hrs 4 Credits
Staff

Math 135 Survey of Calculus
Calculus developed intuitively and applied to problems in geometry, physics, and probability. A terminal course for non-science and non-mathematics majors. A student who has already received credit for Math 140 may not receive credit for Math 135.
3 Lect Hrs 4 Credits
Staff

Math 137 Introduction to Mathematical Computer Programming
A detailed introduction to algorithms and problem-solving techniques. Description of one or more algebraic languages. Gives experience in programming and debugging via several problems.
Prerequisite: Math 130 or equivalent.
3 Lect Hrs 4 Credits
Staff

Math 140 Calculus I
The first in the calculus sequence of courses for science and mathematics majors. Starts with the basic concepts of functions and limits. Topics covered include: derivatives and their applications, definite and indefinite integrals with applications to geometrical and physical problems, discussion of algebraic and transcendental functions.
Prerequisite: Math 110 or 130 or equivalent.
4 Lect Hrs 4 Credits
Staff

Math 141 Calculus II
Continuation of Math 140. Topics include — integration, applications of the integral, sequences and series.
Prerequisite: Math 140 or equivalent.
4 Lect Hrs 4 Credits
Staff

Math 150 Analytic Geometry and Determinants
Plane and solid analytic geometry with associated study of vectors, elementary matrices and determinants. Also, a brief review of trigonometry. Provides useful background for Math 140, 141, beginning in Fall 1974 it will be a prerequisite for Math 240.
Prerequisite: Math 130 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 240 Calculus III
Continuation of Math 141. Primarily calculus of functions of two or more variables. Includes partial differentiation, volume integrals and applications, infinite series.
Prerequisite: Math 141 and 150.
4 Lect Hrs 4 Credits
Staff

Math 255 Differential Equations and Allied Topics
Linear differential equations and ordinary differential equations of the first and second orders. General theory of linear differential equations and physical applications.
Prerequisite: Math 240 or equivalent.
3 Lect Hrs 4 Credits
Staff

Math 260 Linear Algebra I
Elementary theory of vector spaces over the real numbers. Topics include linear independence, bases, dimension, linear maps and matrices, determinants, similarity, eigenvalues and eigenvectors.
Prerequisite: Math 140 or 150
3 Lect Hrs 3 Credits
Staff

Math 261 Linear Algebra II
Topics include the problem of similarity, Jordan Canonical Form, Euclidean and Hermitian Spaces, orthogonality, normal operators, spectral theorem multilinear algebra, quadratic forms, etc.
Prerequisite: Math 260
3 Lect Hrs 3 Credits
Staff

Math 270 Applied Mathematics: Analysis I
Comprehensive review of ordinary differential equations. Series solutions to differential equations, Bessel functions. Characteristic functions. Fourier series.
Prerequisite: Math 255.
3 Lect Hrs 3 Credits
Staff

Math 271 Applied Mathematics: Analysis II
Partial differential equations by separation of variables. Applications of Green, Stokes and Gauss theorems. Variation problems. Introduction to complex functions with applications.
Prerequisite: Math 270.
3 Lect Hrs 3 Credits
Staff

Math 350 Advanced Calculus I
Elementary topology, sequences, continuous and differentiable functions and Riemann integrals in Euclidean spaces. Note: Some topics listed under Math 350 may be covered in Math 351 and vice versa.
Prerequisite: Math 240.
3 Lect Hrs 3 Credits
Staff

Math 351 Advanced Calculus II
Partial differential and approximation by linear transformations, implicit function theorem, some elementary differential geometry and Stokes Theorem.
Prerequisite: Math 350.
3 Lect Hrs 3 Credits
Staff

Math 360 Abstract Algebra I
Review of set theory, an overview of algebraic structures; elementary theory of groups, rings and modules.
Prerequisite: Math 240 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 361 Abstract Algebra II
Polynomial rings. Field theory, Galois theory. Further topics in group and ring theory.
Prerequisite: Math 360.
3 Lect Hrs 3 Credits
Staff

Math 370 History of Math I
Traces development of mathematics from ancient times to and including the development of calculus. Emphasis will be on the development of mathematical ideas and methods of problem solving.
3 Lect Hrs 3 Credits
Staff

Math 371 History of Math II
Continues the history of math from the development of calculus to the 20th century with some emphasis as in Math 370.
3 Lect Hrs 3 Credits
Staff

Math 425 Numerical Analysis
Approximations of roots, finite differences, interpolation, numerical solutions of differential equations and algebraic equations. (Students will have access to computer terminals.)
Prerequisite: Math 255.
3 Lect Hrs 3 Credits
Staff

Math 440 Theory of Computations
Abstract models of computational processes, mathematical formulations of the notion of effective procedure. Unsolvable problems.
Prerequisite: Math 255 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 445 Probability and Statistics I
Discrete probability theory, some limit theorems, random variables and generating functions.
Prerequisite: Math 255 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 446 Probability and Statistics II
Renewal theory, application of renewal theory, stochastic processes. Elementary theory of continuous random variables and some statistical theory.
Prerequisite: Math 445.
3 Lect Hrs 3 Credits
Staff

Math 450 An Introduction to Real Analysis
Real numbers, topology of reals, infinite series, continuity, Weierstrass approximation, differentiation, integration, power series and orthonormal systems.
Prerequisite: Math 351.
3 Lect Hrs 3 Credits
Staff

Math 455 An Introduction to Complex Analysis
Complex numbers, complex functions, power series, trigonometric functions, Moebius transformations. Differentiation and integration of analytical functions. Cauchy's Theorem. Residues, singularities. Meromorphic functions.
Prerequisite: Math 351.
3 Lect Hrs 3 Credits
Staff

Math 458 Theory of Numbers
Prime numbers. Congruences and residues. Approximation of real numbers by rationals. Diophantine equations.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Staff

Math 460 Topics in Geometry
Topics in classical Euclidean and non-Euclidean geometries. Projective geometry, lattices, finite geometries.
Prerequisite: Math 240.
3 Lect Hrs 3 Credits
Staff

Math 465 Differential Geometry
An introduction to classical differential geometry with corresponding modern algebraic approaches, leading to an introduction to Riemannian geometry. Techniques involve tensor analysis and multilinear algebra.
Prerequisite: Math 350.
3 Lect Hrs 3 Credits
Staff

Math 470 Mathematical Logic I
Statement calculus, predicate calculus, axiomatic theories. Truth and validity models.
Prerequisite: Math 260.
3 Lect Hrs 3 Credits
Staff

Math 471 Mathematical Logic II
Properties of formal theories — consistency, completeness, decidability. Godels Incompleteness Theorem for first order arithmetic.
Prerequisite: Math 470.
3 Lect Hrs 3 Credits
Staff

Math 475 Topology
Topological spaces, convergence and continuity, compactness and connectedness properties, introduction to Homotopy theory and combinational topology.
Prerequisite: Math 350 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 478 Reading in Mathematics
Advanced level study of various topics according to individual interests. Open only to those students who have proven capabilities in mathematics.
Prerequisite: Permission of department prior to registration.
Hrs by Arrangement 3 Credits
Staff

MUSIC

COLLEGE I

Laurence D. Berman, Ph.D., Associate Professor of Music and Chairman; John Huggler, B.M., Associate Professor of Music; Robert Prins, M.M., Associate Professor of Music; Nicholas Tawa, M.A., Associate Professor of Music; J. Jefferson Cleveland, D.M.A., Assistant Professor of Music; Rosemary Leavenworth, M.M., Instructor in Music; David M. Patterson, A.M., Instructor in Music.

GRADUATION REQUIREMENTS

Music majors must take a minimum of 34 credits in music which must include Music 121-22, 221-22, and 202. All Music majors will also be expected to take at least two courses in music history and literature.

All Music majors must acquire at least an elementary proficiency at the piano. A minimum of three years' membership in a University performing group is also required. For more detailed information, the prospective major should apply to the secretary of the Music Department for the syllabus of basic Music major requirements.

Each student majoring in music will be assisted by a departmental advisor to plan a sequence of courses that will suit his own needs and satisfy the requirements of the Music Department.

Music 001 Chorus

3 Lect Hrs 1 Credit
Staff

Music 111-112 Introduction to Music
Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
3 Lect Hrs 4 Credits
Staff

Music 121-122 First Year Theory
Harmony, melody and music theory.
Prerequisite: Permission of instructor.
3 Lect Hrs 4 Credits
Staff

Music 123 Ear Training and Sight Singing
A course combining melodic, harmonic dictation and sight singing of melodies. Encompassing simple material to medium difficulty, common and compound time, primary triads.
2 Lect Hrs 2 Credits
Staff

Music 124 Ear Training and Sight Singing
Encompassing medium difficult to difficult melodies, combined rhythms, secondary triads and seventh chords. This is a companion course to Theory 121-122 and Elements of Music 131-132.
2 Lect Hrs 2 Credits
Staff

Music 131-132 Elements of Music
The function of scales, intervals, triads, chords in root position and inversions. Use of nonharmonic tones and modulation, correlated sight-singing, ear training, dictation, analysis and keyboard drill. Designed primarily for Music majors.
2 Lect Hrs 2 Credits
Staff

Music 202 Introduction to Musical Research I
Basic research materials and scholarly procedures.
Prerequisite: Music 111-112 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 221 Second Year Theory and Composition
Counterpoint in the 17th, 18th and 20th centuries.
Prerequisite: Music 122.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 222 Second Year Theory and Composition
The study of harmony after 1850 — Emphasis on the 20th century.
Prerequisite: Music 122.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 223-224 Ear Training and Sight Singing
A continuation of Music 123-124. Material consists of melodies illustrating chromaticism, modulation, modes and freer tonality, more complex rhythm, altered chords and contrapuntal music.
2 Lect Hrs 2 Credits
Staff

Music 231 Elements of Music
A continuation of Music 131-132 with some emphasis on contemporary materials.
Prerequisite: Music 131-132 or permission of instructor.
2 Lect Hrs 2 Credits
Staff

Music 232 Elements of Music
A continuation of Music 231 with some emphasis on contemporary materials.
Prerequisite: Music 131-132 or permission of instructor.
2 Lect Hrs, 1 Lab Hr 2 Credits
Staff

Music 234 Development of Chamber Music
Selected works from Haydn to Schonberg, centering chiefly on the medium of string quartet.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 235 Italian Opera
Development of opera after the Baroque. Emphasis on Mozart, Verdi, the Verissimo, and Stravinsky's — *The Rakes Progress.*
Prerequisite: Music 122.
3 Lect Hrs 3 Credits
Mr. Prins

Music 241 19th Century American Music
The growth and development of American music to the year 1900. Charles Ives, in both its rural-folk and urban aspects.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 242 20th Century American Music
The present-day ferment in American music and the gradual emergence of American composers of international stature.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 251 History and Development of Jazz in America
The development of jazz from its origin to the present.
Prerequisite: Music 122 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 252 The History of Non-Jazz Black Music
The varieties of Black music found in popular, religious, minstrel show and formal music.
3 Lect Hrs 3 Credits
Staff

Music 261 19th Century Music
The development of Symphonic music from Schubert to Mahler.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 262 Music in the 20th Century
The various directions taken by music since 1900.
Prerequisite: Music 122.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 271 Music of the Classical Period
Music of the Classical Period with emphasis on Haydn and Mozart.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 272 The Musical Works of Beethoven
Beethoven's musical works — his symphonies, quartets and piano sonatas.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 281 Counterpoint
A survey of contrapuntal techniques, culminating in the 16th century. Daily practical application in exercises given Cantus Firmi; from Three Voice Motet to 6 Voice Mass.
Prerequisite: Music 221-222.
3 Lect Hrs 3 Credits
Mr. Patterson

Music 282 Form and Analysis
A study of the formal aspects of compositions from the song, Aba, through the orchestral tone poem. Each composition will be examined for harmonic application as well as its overall formal aspects.
Prerequisite: Music 221-222.
3 Lect Hrs 3 Credits
Mr. Patterson

Music 291 Orchestration I
The ranges of instruments, practical ways of combining them and discussion of mass, texture and sound.
Prerequisite: Music 294.
3 Lect Hrs 3 Credits
Staff

Music 293 Introductory composition
Investigations and exercises in rhythmic studies and the relationship of melody to harmony and organic growth.
Prerequisite: Theory 121.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 294 Intermediate Composition
The beginning of composition in larger forms, phase structure, emphasis on unifying principles in both language and form.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 295 Music of the High Baroque
Music from the time of Bach, Handel, Vivaldi, and Couperin.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 296 Orchestration II
The ranges of instruments, practical ways of combining them and discussion of mass, texture and sound.
Prerequisite: Music 293.
3 Lect Hrs 3 Credits
Mr. Prins

Music 297-298 Advanced Composition
Original composition in larger musical forms to include a project of one term's duration.
Prerequisite: Music 294.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 332 Music in the Renaissance
The sacred and secular compositions of the 15th and 16th centuries. From Dufay to Gabrielli.
Prerequisite: Music 293.
1 Lect Hr 3 Credits
Staff

Music 480-481 Music Seminar in American Music
Advanced studies in American music, with emphasis on individual research, and intended for the student with a foundation in musical theory.
Prerequisite: Theory 222 and at least one semester of a history and literature of music course.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 586 Methods and Practice Teaching of Music in Secondary Schools
Instruction in methods of teaching music and supervision in practice teaching.
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs 9 Credits
Staff

PHILOSOPHY

COLLEGE I

Robert Swartz, Ph.D., Professor of Philosophy and Chairman; Geoffrey Clive, Ph.D., Professor of Philosophy; Jane R. Martin, Ph.D., Associate Professor of Philosophy; Robert Shope, Ph.D., Associate Professor of Philosophy; Martin Andic, Ph.D., Assistant Professor of Philosophy; Howard Cohen, Ph.D., Assistant Professor of Philosophy; Howard Darmstadter, Ph.D., Assistant Professor of Philosophy; Clyde Evans, Ph.D., Assistant Professor of Philosophy; Lawrence Blum, M.A., Part-time Lecturer in Philosophy.

GRADUATION REQUIREMENTS

Standard Philosophy majors are required to take both Phil 100 (Introduction to Philosophy) and Phil 120 (Introduction to Logic). Intermediate courses are historical surveys or introductions to special areas of philosophical inquiry which are intended to provide basic knowledge of the field. Advanced courses are given in the more specific areas of philosophy.

Summary of requirements for the Standard major: Phil 100, Phil 120, Phil 211, Phil 212, and five additional courses including at least two from the advanced level.

Summary of requirements for the special major in Ethics, Social and Political Philosophy: Phil 100 and

eight additional courses including at least five from the following fields with at least one course in each field: History of Ethics, Social, and Political Philosophy; Methodology of Ethics, Social, and Political Philosophy; and Major Problems and Concepts in Ethics, Social, and Political Philosophy.

Phil 100 Introduction to Philosophy
An introductory examination of the problems and scope of philosophy.
3 Lect Hrs 4 Credits
Staff

Phil 101 Projects on Contemporary Issues
Research will be conducted on relevant contemporary issues that relate to traditional philosophical problems.
1 Credit
Staff

Phil 104 Reasoning and Argument
This course is designed to introduce the student to the basics of reasoning, argumentation, and critical thinking. We will discuss criteria of sound reasoning, valid argumentation, common fallacies, basic informal logic. Course will depend heavily on examples and exercises, which will be drawn primarily from non-philosophical discourse, e.g. political statements, advertisements, news stories, comic strips.
3 Lect Hrs 3 Credits
Mr. Evans

Phil 108 Moral and Social Problems
Important moral and social issues of current concern will be examined and debated. The course covers three problems each semester from a list including: criminal punishment, war, abortion, racism, violence, the death penalty, private property and sexism. Students may sign up for any or all parts of this course and will receive one, two or three credits accordingly.
3 Lect Hrs 1-3 Credits
Mr. Blum

Phil 110 Philosophy and Literature from the Enlightenment to the Present
The aim of this course is to familiarize the student with dominant themes in modern thought as embodied in representative philosophical and literary classics from Voltaire's Critique of Theodicy in *Candide* to Freud's critique of civilization in his *Civilization and Its Discontents*. The metaphysics of Romanticism is examined in Goethe's *Faust*. Dostoevsky's *Notes From The Underground* provide a seminal introduction to Nihilism. Thoreau's *Walden* scrutinizes the idea of progress and man's possibilities in a technological age. In the *Death of Ivan Ilyich* Tolstoy anticipates Heidegger's analysis of death, and in his *Revolt of the Masses* Ortega Y Gasset reveals the tragic conflict of our century between the incorrigibility of man and his humanitarian ideals.
3 Lect Hrs 3 Credits
Staff

Phil 120 Introduction to Logic
The forms of valid reasoning, deductive and inductive, and their role in reflective thinking. Formal logic, truth functions, quantifiers, proofs of formal adequacy, the classical problem and new riddle of induction, reasoning with probabilities and elements of game theory.
3 Lect Hrs 4 Credits
Mr. Darmstadter

Phil 130 Philosophy of Education
Philosophical ideas and concepts relevant to the nature and aims of education.
3 Lect Hrs 3 Credits
Ms. Martin

Phil 211 Ancient Philosophy
Theories about being and not being, truth and falsehood, meaning and reference, knowledge and belief, perception and reason, good and evil, from the pre-Socratics to the Stoics, Epicureans, Skeptics, and Neo-Platonists, with emphasis on Plato and Aristotle.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 4 Credits
Mr. Andic

Phil 212 Modern Philosophy
The views of the Continental Rationalists — Descartes, Spinoza, Leibniz — and the British Empiricists — Locke, Berkeley, Hume — in relation to general intellectual developments from the Renaissance to the Enlightenment.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Mr. Cohen and Mr. Andic

Phil 214 Contemporary Philosophy
Some major trends of analytical philosophy in the 20th century. Emphasis on the role of language in the formulations of proposed solutions to traditional problems in epistemology and metaphysics in the writings of such philosophers as Russell, Moore, and Wittgenstein.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Staff

Phil 216 History of Ethics
Critical issues in moral philosophy as exhibited in the writings of Plato, Aristotle, Augustine, Hobbes, Kant, Mill, and Nietzsche.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Mr. Clive

Phil 218 Philosophers of Society
A critical study of historical figures who have engaged in philosophical investigations of the basis for social organization and order. Special emphasis will be given to philosophers writing between the 16th and 19th centuries. Philosophers discussed will be chosen from a list including such thinkers as: Hobbes, Rousseau, Locke, and Marx.
3 Lect Hrs 3 Credits
Staff

Phil 219 Moral Relativity
In this course we will consider whether there are respects in which moral judgements are relative and what the consequences of such relativity are — e.g. does it imply that basic moral disagreements can only be settled by force? We will also consider whether there are any aspects of a person's rational, emotional, or social nature that require one to hold some specific set of moral values rather than another.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Shope

Phil 220 Ethical Theory
The main problems and theories concerning the nature, scope and justification of value judgements. A systematic rather than historical approach.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Staff

Phil 224 Philosophy of Art
Some of the major traditional problems in aesthetics, such as, the relationship between art and morality, the role of aesthetic experience and the nature of the imagination and tradition. These related issues will be considered in classic texts supplemented by a contemporary survey of critical questions.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Clive

Phil 225 Philosophy of Religion
Traditional issues in the philosophy of religion such as arguments for the existence of God, the problem of evil and the problem of creation and time. Readings supplemented by contemporary approaches.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Clive

Phil 227 Existentialism
Major forces and concepts in the development of Existentialism.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Mr. Clive

Phil 228 Philosophy of the Mind
The nature of mind and its relation to body and matter, with emphasis on recent advances in philosophy and psychology.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Phil 232 19th Century Russian Thought
An historical and philosophical examination of the major ideologies in 19th century Russian thought such as Pan-Slavism, Nihilism, Marxism and the diverse legacy of German idealism. The rise of the Russian Intelligentsia and the revival of religious thought at the turn of the century in relation to the great tradition of classical Russian prose fiction.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Clive

Phil 247 Problems of Metaphysics
Ideas such as substance, causality, mind and body, and free will as they appear in several major metaphysical systems.
Prerequisite: Any intermediate course.
3 Lect Hrs 3 Credits
Staff

Phil 250 Materialist Theories of Mind
In this course we will discuss whether or not it is defensible to accept the view that mental phenomena are identical with either physical conditions e.g. in the brain or with dispositions toward physical behavior? Is such a view required for a scientific psychology? Readings from classical and contemporary sources.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Shope

Phil 275 Topics in Educational Theory and Philosophy
Designed for students with some background in philosophy. This course will focus on one or more problems in philosophy of education, examples of which are: the nature of teaching and learning; the justification of educational decisions; the aims and content of political, moral and religious education; the relationship between education and society; the nature of a liberal education.
Prerequisite: Introduction to Philosophy or permission of the instructor.
3 Lect Hrs 3 Credits
Ms. Martin

Phil 280 Social and Political Philosophy
Representative problems and themes of social and political philosophy especially the concepts of human rights, liberty, justice, equality, law, social obligation and the social contract.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Mr. Cohen

Phil 281 Determinism Freedom and Social Theory
A study of the implications of a free-will-determinism controversy for certain problems in social theory. Hard determinism, libertarianism and reconciliationism will be examined for their respective conceptions of human action. These views will be applied to such questions as, can we hold individual members of society responsible for their actions or for the conditions under which they live? How are the various rationales for punishing lawbreakers dependent on our conceptions of freedom? What is a free society? Is liberty a realistic political ideal?
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Cohen

Phil 287 Equality
The notion of equality between people, with particular reference to two prominent forms of social inequality — sex and class. Connection of equality to respect, self-respect, and dignity. Conceptions of a society in which everyone is equal. Issues of status, prestige, and social valuing and their relation to a person's valuing of himself or herself. Readings, Mill — *The Subjection of Women*, Sennett and Cobb — *The Hidden Injuries of Class*, De Tocqueville — *Democracy in America*, contemporary philosophers such as John Rawls, B.A.O. Williams, *Descriptions of Egalitarian Societies* — Israeli Kibbutz, China, writings from the women's liberation movement.
3 Lect Hrs 3 Credits
Mr. Blum

Phil 290 Philosophy of Law
This course will investigate the internal aspects of law and legal systems, i.e. the nature of law, the structure of legal systems, criteria of legal validity, etc., all considering a legal system as an isolated closed system of concepts, postulates, rules of inference, deductions, and conclusions. The course will also be concerned with the external aspects of the law, i.e. those relationships which exist between the law itself, conceived simply as a body of rules, and other things external to itself. We will be concerned with the functions of law, the limits of lawmaking as an enterprise, and most especially the relationship between the law and morality.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Evans

Phil 295 Egoism, Selflessness and Love
An examination of some central issues in moral philosophy — Are people concerned only with themselves? Or is genuine love or altruism possible? Is it good to be selfless, or is it only rational to pursue one's own interests? Does altruism involve self-denial? Grounding of these issues and concepts in psychology and social theory. Reading from philosophers such as Hobbes, Kant, Schopenhauer, Scheler, psychologists such as S. Freud, Horney, Anna Freud, and contemporary experimental work on altruism — reference to selfishness and selflessness in women, e.g. De Beauvior — *The Social Context of Egoism and Altruism*, e.g. R.H. Titmuss, *The Gift Relationship*.
3 Lect Hrs 3 Credits
Mr. Blum

Phil 297 Oriental Philosophy
The aim of this course is to introduce to the major traditions in Indian, Chinese, and Japanese thought. These traditions will be approached from three directions — 1. Philosophical theory 2. Experimental religious practice. 3. Life-style experimentation and ethical — social theory. Readings will include selections from the *Bhagavad Gita*, Buddist Sutras, the I Ching and original Taoist works. Class meetings will be devoted to lectures on the traditions as well as to demonstrations of various actual practices of yogic meditational techniques. In addition small group meetings will be provided to allow for discussion.
3 Lect Hrs, 1 Disc Hr — 3 Credits
Mr. Blum

Phil 300 Philosophy of History
Some special problems concerning the conditions of historical knowledge, such as the possibility of objectivity, the standards for justified explanation, the role of causal laws, and the place of value judgements.
Prerequisite: Any intermediate course or permission of instructor.
3 Lect Hrs — 3 Credits
Staff

Phil 310 Philosophy of Action
Critical examination of fundamental topics in philosophy of action, the distinction between action and behavior, basic actions, the individuation of actions, ability and action, responsibility and action, knowledge of ones own actions, and the explanation of action. Discussion of the works of such philosophers as Austin, Melden, Davidson, Chisholm, Von Wright and Goldman.
Prerequisite: Philosophy 100 and one intermediate course.
3 Lect Hrs — 3 Credits
Ms. Martin

Phil 320 Empiricism
A study of the major epistemological and metaphysical works of John Locke, George Berkeley and David Hume.
Prerequisite: 2 courses in Philosophy.
3 Lect Hrs — 3 Credits
Staff

Phil 332 Major Currents of 19th Century Thought
German idealism, dialectical materialism, utilitarianism, existentialism, pragmatism and vitalism.
Prerequisite: Any intermediate course.
3 Lect Hrs — 3 Credits
Staff

Phil 345 Theory of Knowledge
Knowledge — Its nature, forms, methods, scope, and validation.
Prerequisite: Any intermediate Philosophy course.
3 Lect Hrs — 3 Credits
Staff

Phil 346 Philosophy of Science
The nature of scientific explanation, with attention to the social and philosophical aspects of scientific methodology.
Prerequisite: Any intermediate course or permission of instructor.
3 Lect Hrs — 3 Credits
Mr. Darmstadter

Phil 350 Philosophy of Anthropology
Theories of meaning, truth, reality, and knowledge in the study of alien, especially pre-literate, societies and conceptual systems. Readings from Hume, Ayer, Pierce, Popper, Wittgenstein, Winch, Rhees, Mac Intyre, Gellner, Evans, Pritchard, Horton, Jarvie, Douglas, and Levi-Strauss.
Prerequisite: Philosophy 100 or one intermediate course or permission of instructor.
3 Lect Hrs — 3 Credits
Mr. Andic

Phil 351 Plato
Plato's ethics, metaphysics, and theory of knowledge in the *Phaedo*, *Republic*, *Theaetetus*, *Cratylus*, *Parmenides*, *Sophist*, *Statesman* and *Philebus*, as a solution to problems raised by his predecessors, notably the Pythagoreans, Heraclitus, Parmenides and the Sophists.
Prerequisite: Philosophy 211 or permission of instructor.
3 Lect Hrs — 3 Credits
Mr. Andic

Phil 352 Aristotle
Aristotle's Philosophy as a response to Plato's views about meaning, being, knowledge, ideas, number, and the good.
Prerequisite: Philosophy 211 or permission of instructor.
3 Lect Hrs — 3 Credits
Mr. Andic

Phil 362 The Critical Philosophy of Immanuel Kant
The critique of pure reason, with special attention to Kant's Epistemology and critique of metaphysics.
Prerequisite: Philosophy 212 or permission of instructor.
3 Lect Hrs — 3 Credits
Staff

Phil 375 Philosophy and Psychoanalytic Psychology
Philosophical clarification of psychoanalytic concepts e.g., unconsciousness, wish-fulfillment, psychic energy, the meaning of mental phenomena and assessment of the justification for theoretical and clinical claims in psychoanalysis. Students are urged to read Freud's *General Introduction to Psychoanalysis* and some of the *Interpretation of Dreams* before the course.
Prerequisite: Psychology 101, 215, 220 or permission of instructor.
3 Lect Hrs — 3 Credits
Mr. Shope

Phil 395 Special Topics: Philosophy
Selected special topics in philosophy.
3 Lect Hrs — 3-4 Credits
Staff

Phil 478-479 Independent Study I, II
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy department.
3 Lect Hrs — 3 Credits
Staff

Phil 480 Group Independent Study
Group Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy department.
3 Lect Hrs — 3 Credits
Staff

Phil 501 Internship in Philosophy
Student will assist in direction of research on contemporary issues carried on in Philosophy 101.
Prerequisite: Permission of Philosophy department.
1 Credit
Staff

PHYSICS

Leonard A. Catz, Ph.D., Associate Professor of Physics and Chairman; Kenneth Ford, Ph.D., Professor of Physics; Donald H. Lyons, Ph.D., Professor of Physics; George Salzman, Ph.D., Professor of Physics; Marvin M. Antonoff, Ph.D., Associate Professor of Physics; Edward S. Ginsberg, Ph.D., Associate Professor of Physics; Harold P. Mahon, Ph.D., Associate Professor of Physics; Arthur W. Martin, Ph.D., Associate Professor of Physics; Benjamin R. Mollow, Ph.D., Associate Professor of Physics; D. V. G. L. N. Rao, Ph.D., Associate Professor of Physics; Freda Salzman, Ph.D., Associate Professor of Physics; John Shane, Ph.D., Associate Professor of Physics; Subramania Jayara-

man, Ph.D., Assistant Professor of Physics; Martin Posner, Ph.D., Assistant Professor of Physics; Nareshchandra P. Shah, Ph.D., Assistant Professor of Physics; Peter T. Farago, M.A., Instructor in Physics; Thomas A. Belote, Ph.D., Lecturer in Physics; Walter J. Grant, Ph.D., Lecturer in Physics; David J. Jhirad, Ph.D., Lecturer in Physics; Giulia P. Srivastava, Lecturer in Physics; Patrick S. C. Yeung, A.B., Lecturer in Physics.

GRADUATION REQUIREMENTS

Majors must earn a minimum of 32 credits in physics courses, including Physics 211, 312, 321, and 4 credits of laboratory courses at the level of 281 or higher, and must complete Mathematics 255. Physics courses intended primarily for nonscience students (courses numbered between 121 and 150) are open to majors but do not normally count toward the minimum requirements for majors. With the prior approval of the department, a physics major may complete up to 9 credits of course work in other natural sciences, mathematics, and the Physics 121-150 series in lieu of advanced physics electives.

Most physics majors (especially those planning graduate work and/or professional careers in physical science) will want to take more physics and mathematics than the minimum required for graduation. Additional courses recommended for students planning to pursue graduate studies are Physics 322, 350, 421, and 422 and two more semesters of mathematics, such as Mathematics 270 and 271. Some graduate schools require a reading knowledge of Russian, German, or French. All majors are encouraged to gain facility in computer programming.

Whenever possible, physics majors should begin their work in both physics and mathematics in the freshman year by enrolling in Physics 113-114, 181-182, and calculus. Students who are interested in physical science or engineering, but who are not ready to move into Physics 113-114, should consider enrolling first in Physics 105-106.

COURSES FOR NON-SCIENCE MAJORS

Courses numbered between 121 and 150 are intended primarily for non-science students. They all emphasize general ideas rather than technical details and are taught with minimal reliance on mathematics. The first semester of these courses has no prerequisites and is open to all students. They satisfy the natural science requirements and carry 4 credits. The interdisciplinary course Science for Survival (Intr-D 125-126) is taught principally by physics faculty members and can be considered as part of the 121-150 series.

INTRODUCTORY PHYSICS COURSES

Physics 105-106 is a laboratory-centered course intended for students who are not necessarily well prepared in science or mathematics but who have a scientific or technical inclination. It may also appeal to non-science students who prefer a practical, rather than theoretical, introductory course. Physics 107-108 is a course intended primarily for students majoring in biological or behavioral sciences. Familiarity with college level mathematics (algebra and trigonometry) is desirable. Physics 113-114 is a calculus level introductory course intended for students in the physical sciences, pre-engineering and mathematics. Physics 211 completes the introductory sequence of calculus level courses.

COURSE OFFERINGS

Note: New courses may be added after this catalog has gone to press. Some physics courses may be taught using a personalized, self-paced method known as the "Keller Plan". Details of these and other aspects of the physics program are available in the Physics Department Office.

Physics 105-106 Exploring the Physical World I, II
A laboratory-centered course that uses observation and measurement to approach the principles underlying everyday devices and phenomena. The course is intended especially for students with a technical or scientific inclinication who are not well prepared in science and mathematics and therefore need an introductory foundation course. Also open to non-science students who enjoy laboratory work and prefer the practical to the theoretical.
2 Lect Hrs, 3 Lab Hrs — 4 Credits
Mr. Shane and Staff

Physics 107-108 College Physics I, II
Non-calculus introductory physics for the student with a strong interest or background in science. Topics in mechanics, wave motions, heat, kinetic theory of gases, electricity, optics, atomic and nuclear physics. Biology majors, premedical students, and others who need or want laboratory work in physics should enroll concurrently in Physics 171-172. Physics 181-182 is also available.
Prerequisite: Mathematics 130 or permission of instructor.
3 Lect Hrs, 1 Disc Hr — 4 Credits
Mr. Mollow and Staff

Physics 113-114 Fundamentals of Physics I, II
Topics in classical physics, including mechanics, thermodynamics, and kinetic theory. Basic concepts of calculus are introduced within the context of physical phenomena. Students who need or want laboratory work in physics should enroll concurrently in Physics 181. Physics 171 is also available.
Corequisite: Mathematics 140.
Corequisite: For physics majors — Physics 181 or 171.
3 Lect Hrs, 2 Disc Hrs or
personalized self-paced format. — 4 Credits
Mr. Ford and Staff

Physics 121-122 Introduction to Astronomy I, II
Descriptive introduction to astronomy and astrophysics. Includes study of the planets, stars, galaxies, physics of space exploration and life on other worlds.
3 Lect Hrs — 4 Credits
Mr. Lyons

Physics 123-124 Concepts of Modern Physics I, II
A view of the natural world as revealed by physics. Emphasizing basic concepts and unifying principles, the course is presented at a level accessible to non-science students. The material is developed in historical context and includes topics of contemporary interest.
3 Lect Hrs — 4 Credits
Staff

Physics 131 Special Topics of Current Interest
One or more topics in physics, chosen for their current scientific significance and/or importance to society will be covered. Scientific, technical and appropriate social aspects will be discussed. (Specific topics, number of credits, hours, and prerequisites to be announced.)
1-4 Credits
Staff

Physics 132 Energy
The problem of energy — what is it, how we get it, and how we use it — is considered from all aspects: scientific, environmental, economic, social, etc. Alternative sources of energy are analyzed on the basis of scientific principles, available technologies, utilization of resources, and societal concerns.
3 Lect Hrs — 4 Credits
Staff

Physics 133 Introduction to Earth Sciences I
A descriptive introduction to geoscience, integrating such fields as geology, meteorology, oceanography, and ecology. Emphasis is placed on understanding geophysical processes of importance to human beings and their environment. Topics include: the origin of the Earth, its energy and material resources; earthquakes, volcanism, tides, the weather and other geo-phenomena; the evolution of life and the environmental impact of human technology.
3 Lect Hrs 4 Credits
Staff

Physics 134 Introduction to Earth Science II
Continuation of Physics 133. A descriptive introduction to geoscience, integrating such fields as geology, meteorology, oceanography, ecology. Emphasis is placed on understanding geophysical processes of importance to human beings and their environment. Topics include: the origin of the Earth, its energy and material resources; earthquakes; volcanism, tides, the weather and other geo-phenomena; the evolution of life and the environmental impact of human technology.
3 Lect Hrs 4 Credits
Staff

Physics 171 Introductory Physics Laboratory
The first semester of a two-semester laboratory course designed primarily for biology majors and premedical students. Experiments in basic physics on mechanics, electricity and magnetism, and optics with applications on the use of physical instruments and techniques in biology and medicine, such as theory and use of the microscope, the centrifuge, and electrophoresis techniques.
Corequisite: Physics 107 or 113
2.5 Lab Hrs in Alternate Wks 1 Credit
Mr. Shah and Staff

Physics 172 Introductory Physics Laboratory II
The second semester of a two-semester laboratory course designed primarily for biology majors and premedical students. Experiments in basic physics on mechanics, electricity and magnetism, and optics with applications on the use of physical instruments and techniques in biology and medicine, such as theory and use of the microscope, the centrifuge, and electrophoresis techniques.
Corequisite: Physics 108 or 114
2.5 Lab Hrs in Alternate Wks 1 Credit
Mr. Shah and Staff

Physics 181 Physics Laboratory I
The first semester of two semesters of laboratory work in mechanics, thermodynamics, electricity and magnetism, and optics. Students are offered the opportunity to develop extended projects with the guidance of the instructor. The course is designed for science majors or others having interest in exploring and explaining physical phenomena through laboratory work.
Corequisite: Physics 107 or 113.
2.5 Lab Hrs in Alternate Wks 1 Credit
Staff

Physics 182 Physics Laboratory II
The second semester of two semesters of laboratory work in mechanics, thermodynamics, electricity and magnetism, and optics. Students are offered the opportunity to develop extended projects with the guidance of the instructor. The course is designed for science majors or others having interest in exploring and explaining physical phenomena through laboratory work.
Corequisite: Physics 108 or 114.
2.5 Lab Hrs in Alternate Wks 1 Credit
Staff

Physics 211 Introduction to Contemporary Physics
Special relativity, atomic physics and elements of quantum mechanics, introduction to elementary particle physics, nuclear physics and solid state physics.
Corequisite: Mathematics 240 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physics 221 Astrophysics, Relativity, and Cosmology
Introduction to Einstein's theories of special and general Relativity and the idea of curved space-time. Application to cosmological theories of the universe, including the Big Band and Steady State Models. Analysis of observation evidence for such theories. Special topics in modern astrophysics, such as stellar evolution, unusual stars and galaxies, quasars and the cosmological red-shift. No calculus required.
Prerequisite: Physics 122 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Martin

Physics 281 Physical Laboratory
Basic principles of experimental physics and error analysis. Experiments in mechanics, heat, optics, electricity, magnetism, atomic and nuclear physics.
Prerequisite: Physics 172 or 182 or permission of instructor.
4 Lab Hrs 2 Credits
Mr. Catz

Physics 282 Physical Laboratory II
A continuation of Physics 281. Basic principles of experimental physics and error analysis. Experiments in mechanics, heat, optics, electricity, magnetism, atomic and nuclear physics.
Prerequisite: Physics 172 or 182 or permission of instructor. Not offered in 1974-1975.
4 Lab Hrs 2 Credits
Staff

Physics 312 Mechanics
Principles of Newtonian Mechanics, conservation laws, gravitational potential theory and conservative fields, central forces, oscilatory systems, rigid body rotation, and relativistic mechanics.
Prerequisite: Physics 211 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physics 321 Theory of Electricity and Magnetism I
Basic concepts of electric and magnetic fields, electrostatistics, magnostatistics, electric currents, electromagnetism, development of Maxwell's equations and simple applications, physical optics, reflection, dispersion, polarization and diffraction.
Prerequisite: Mathematics 240, Physics 312 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physics 322 Theory of Electricity and Magnetism II
Continuation of Physics 321. Description of the phenomena of electricity and magnetism in mathematical terms, boundary value problems and boundary conditions, transmission lines, wave guides, radiation from a moving charge, special relativity.
Prerequisite: Physics 321, Mathematics 255.
3 Lect Hrs 3 Credits
Staff

Physics 350 Statistical Physics
Topics in heat, thermodynamics, kinetic theory, and elementary statistical mechanics.
Prerequisite: Physics 312 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physics 361 Electronics
The fundamentals of electronics, including d.c. and a.c. circuit analysis, vacuum tube circuits, transistors, amplifiers, oscillators, and pulse and digital circuits. *Note — Students may not be granted credit for both Physics 361 and 371.*
Prerequisite: Physics 114, 172 or 182. Not offered in 1974-75.
3 Lect Hrs 3 Credits
Staff

Physics 371 Basic Electronics with Lab
Direct current circuits, electrical measurements, alternating current circuits, circuit analysis, diodes, rectifier circuits, filters, voltage regulators, vacuum tubes, transistors, amplifier circuits, oscillators, comparison measurements, elements of servo systems, operational amplifiers, pulse amplifiers — to be covered in lectures. *Note — Students may not be granted credit for both Physics 361 and 371.*
Prerequisite: Physics, 114, 172 or 182.
1 Lect Hr, 4 Lab Hrs 3 Credits
Mr. Rao

Physics 374 Selected Topics in Electronics
Concepts of digital measurements, counting, timing and switching, diode circuits, basic logic concepts, basic theorems in Boolean Algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counters, registers and readout, digital, analog-digital instruments, and systems.
Prerequisite: Physics 371.
3 Lect Hrs 3 Credits
Staff

Physics 381 Intermediate Laboratory I
Experiments in geometrical and physical optics, electronics, atomic physics, nuclear physics. Individual program of experiments for each student according to his/her interests and previous experience.
Prerequisite: Physics 281 or 282.
Corequisite: Physics 321 or permission of instructor. Not offered in 1974-75.
4 Lab Hrs 2 Credits
Staff

Physics 382 Intermediate Laboratory II
A continuation of Physics 381. Experiments in geometrical and physical optics, electronics, atomic physics, nuclear physics. Individual program of experiments for each student according to his interests and previous experience.
Corequisite: Physics 321 or permission of instructor.
4 Lab Hrs 2 Credits
Mr. Catz

Physics 421 Atomic Physics and Introduction to Quantum Mechanics
The fundamental and elementary applications of quantum mechanics with emphasis on physical content rather than formalism. Elementary wave mechanics developed and applied to simple atomic structure. Topics include spectroscopic and other phenomena which form the experimental basis of modern atomic physics, the role of the Pauli Principle and spin in determining periodic atomic properties, radiation phenomena.
Prerequisite: Physics 312 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Posner

Physics 422 Nuclear and Particle Physics
Continuation of Physics 421. The basic properties of nuclei, particle scattering, radioactivity, nuclear stability, dynamics of nuclear reactions, potential well and barrier problem in quantum mechanics, particles.
Prerequisite: Physics 421.
3 Lect Hrs 3 Credits
Mr. Posner

Physics 430 Introduction to Solid State Physics
An introductory treatment of the physics of solids.
Prerequisite: Physics 350 and 421.
3 Lect Hrs 3 Credits
Staff

Physics 479-480 Readings in Physics I, II
Supervised individual study of special topics in physics that are not available in regular courses.
Prerequisite: Junior standing, approval of a plan of study by supervising instructor and by Department Chairman.
Hrs by Arrangement 1-3 Credits
Staff

Physics 481-482 Advanced Laboratory I, II
Experimental work in a variety of fields selected to meet the needs of the student.
Prerequisite: Physics 371 or 381 or 382 or permission of instructor.
6 Lab Hrs 3 Credits
Staff

Physics 487-488 Research in Physics I, II
Supervised Research.
Prerequisite: Junior standing and approval by supervising instructor and Department Chairman.
Hrs by Arrangement 1-3 Credit
Staff

POLITICS

COLLEGE I

Sanford Lieberman, Ph.D., Assistant Professor of Politics and Chairman; Dorothy Marshall, Ph.D., Commonwealth Professor of Politics; Glenn E. Tinder, Ph.D., Professor of Politics; Talbott Huey, Ph.D., Assistant Professor of Politics; Alan Posner, M.A., Instructor in Politics; Arthur Simonds, B.A., Instructor in Politics; John Spence, J.D., Instructor in Politics; Mona Gagnon, Ph.D., Part-time Assistant Professor of Politics; Keitha Fine, M.A., Part-time Instructor in Politics; Morris Lounds, M.S., Part-time Lecturer in Politics.

COLLEGE II

George Goodwin, Jr., Ph.D., Professor of Politics and Chairman; William Roy Hamilton, Ph.D., Commonwealth Professor of Politics; Robert J. Steamer, Ph.D., Professor of Politics; Arnold Beichman, Ph.D., Associate Professor of Politics; Thomas R. Kanza, M.Phil., Associate Professor of Politics; Harold Wolman, Ph.D., Associate Professor of Politics; Paul E. Beard, Ph.D., Assistant Professor of Politics; Diane Paul, Ph.D., Assistant Professor of Politics; Primo Vannicelli, Ph.D., Assistant Professor of Politics; James F. Ward, Ph.D., Assistant Professor of Politics; Elliott Tenofsky, M.A., Lecturer in Politics.

GRADUATION REQUIREMENTS

Politics majors are required to take Politics 122 and 123 and eight courses above the introductory level. At least one upper level course should come from each of these four fields: American Government and Politics, Comparative Government and Politics, International Relations, Political Theory. With the approval of a student's advisor, cognate courses may be substituted for two of the eight upperclass Politics courses. Majors with a cumulative average of at least 3.0 may, with the approval of the Department, write a senior thesis. They should register for Politics 490, 491.

Politics 122 Government and Politics of the United States
The three main branches of the national government, federalism, political parties and interest groups, and governmental functions.
3 Lect Hrs 4 Credits
Staff

Politics 123 Political Ideas of the Twentieth Century
Major political viewpoints of the present, including conservatism, liberalism, Marxism and Fascism.
3 Lect Hrs 4 Credits
Staff

Politics 141 Utopianism
An integrated 8-credit course on the subject of Utopianism including the study of Utopian political theorists such as Plato, William Morris, Edward Bellamy and the Utopian Socialists and their critics from the left and the right, as well as an examination of selected Utopian communities from both a historical and sociological point of view.
Prerequisite: Freshmen only.
1 Lect Hr, Plus Tutorial 8 Credits
Ms. Paul

Politics 200 Comparative Politics
An introduction to the comparative study of political systems and behavior, examining selected governments of Europe and the developing world.
3 Lect Hrs 3 Credits
Staff

Politics 220 International Relations
Analysis of the basic principles and concepts which explain the behavior of nation-state as they interact with each other. Examination of the struggle for power and the search for order in historical, contemporary perspective. Special attention to the causes, functions, and effects of international conflict, the role of power, sovereignty, national interest, foreign policy-making, nationalism, and technology in international politics.
3 Lect Hrs 3 Credits
Mr. Posner, Mr. Vannicelli

Politics 301 The Afro-American Experience, the Politics of Protest
An historical study of Black Africa with special reference to the political dimension of the Afro-American heritage.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Staff

Politics 303 Public Policy
A study of the political aspects of various social and economic policies in the United States.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Wolman

Politics 305 Strategy of Political Change
An examination of significant struggles over public policy change. These will include such questions as income maintenance, child care, school desegregation, and revenue sharing.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Edelman

Politics 307 Political Change and Group Identity
The course will be concerned with the impact of group identity — racial, tribal, religious, ethnic, national — on political systems in the developing and developed countries.
3 Lect Hrs 3 Credits
Mr. Lounds

Politics 311 Political Parties
The American political process, with emphasis on political parties, pressure groups and public opinion.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Goodwin

Politics 318 The Legislative Process
The function of national and state legislatures, and the role played by political parties and interest groups in the legislature.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Goodwin

Politics 324 The American Presidency
The powers, the limitations, and the organization of the presidency in the American system of government.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Beard

Politics 325 Public Administration
The bureaucratic process, emphasizing organizational behavior, changes in administrative institutions and theories, and the political role of bureaucracy.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Hogarty

Politics 329 American Constitutional Law and Theory
The development of the United States Constitution, chiefly through decisions of the Supreme Court. Emphasis on the origin and nature of judicial powers, the way it inhibits and facilitates operation of the political process and the search for standards by which to judge the judges.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Steamer

Politics 332 Civil Liberties in the United States.
An analysis of the constitutional rules governing civil liberties in the American system, primarily through decisions of the Supreme Court. Emphasis on four areas, freedom of press and speech, freedom of religion, rights of persons suspected or accused of a crime, and the development of status of rights of Blacks and other minorities.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Steamer

Politics 335 The Federal System
Consequences of a real division of power for politics at national, state and local levels.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Staff

Politics 337 State and Local Politics
The dynamics and interrelationships of state and local governmental units, emphasizing leadership resources and political change.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Staff

Politics 338 Massachusetts Politics
A study of state and local government and politics in Massachusetts, emphasizing its unique features. Other state systems will be studied.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Donahue

Politics 341 Metropolitan Politics
Municipal politics, organization and functions, special references to impact of recent social and economic changes upon city, suburban and intergovernmental politics in metropolitan regions.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Paul

Politics 344 Problems of Urban Politics
Some of the philosophical issues raised by urbanization — Are cities necessary? Is the relatively Democratic structure of the American cities responsible for some of their problems? Has there been a revolution of rising expectations in urban life? Considered in historical and comparative perspectives.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Paul

Politics 349 Suburban Politics
An examination of suburbia, its politics, policies and people. The issues of education, housing, land use controls, and taxation will be discussed in detail. An examination will also be made of mass and elite participation in suburban politics and of the attitudes and values of these two groups.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Staff

Politics 351 The Politics of National Development
The extent to which elements of the Third World have progressed from statehood to nationhood during the quarter century following the great Anticolonial Revolution.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Beichman

Politics 353 European Political Development
An examination of the effects of revolution, industrialism and social and cultural change on the political institutions of England, France and Germany in the nineteenth century. The modernization of government and administration, electoral reform, class and party politics, will be among the topics considered from the perspective of their contribution to the establishment of democracy.
Prerequisite: Any course in modern European history.
3 Lect Hrs 3 Credits
Mr. Simonds

Politics 356 Comparative Public Administration
An examination of the relationship of bureaucracy to democratic objectives in the context of advanced industrial society, with case studies drawn from the United States, Soviet Union, Yugoslavia and Israel.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Fine

Politics 360 Government and Politics of Britain
Political institutions as they exist in the land of ultra-stability, social accommodation and circulatory elitism. Comparisons with institutions in other Western democracies.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Beichman

Politics 363 Government and Politics of the Soviet Union
The historical and ideological origins of the Soviet Union, the role and beliefs of the Communist Party under Lenin and Stalin and in the Post-Stalin period, contemporary Soviet ideology and Western theories of totalitarianism.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Lieberman

Politics 371 Latin American Government
An analysis of social structure and political behavior of various groups in Latin America, of a variety of forms of political participation at grass roots and national levels, and of the influence of technologically advanced countries on the politics of Latin America.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Spence

Politics 387 East Asian Resolutions
A study of the Chinese and other revolutions of the 20th century, why and how they have occurred and their relevance for world and American politics.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Huey

Politics 388 Revolution in Southeast Asia
Concentrates on the experience of the Vietnamese revolution of the past 20 years and comparing it with political developments in other South East Asian countries.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Huey

Politics 391 Government and Politics of Africa
African government and politics with emphasis on stability in African political systems. On the role of tribes, political parties, armies and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Kanza

Politics 392 Government and Politics of Africa
A continuation of Politics 391. African government and politics with emphasis on stability in African political systems and on the role tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Kanza

Politics 395 Third World Experience in the West
An examination of the political and cultural efforts at self-determination of minorities in the new world.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Staff

Politics 402 World Politics and World Order
The study of recent developments in international law and organization, regionalism, the politics of economic interdependence, and arms control with emphasis on the United Nations systems and the European communities. Examination of strategies for dealing with international conflict.
Prerequisite: Politics 220 International Relations, or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Posner

Politics 411 International Organizations I
The development of international organizations as a response to the needs of the international community, and as a functional approach to world peace. Emphasis on the United Nations and its specialized agencies.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Kanza

Politics 412 International Organizations II
Continuation of Politics 411, emphasizing regional political and economic organizations, and the administration of international relations.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Kanza

Politics 415 Law and International Relations
A general examination of the nature and function of law in international relations.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Gagnon

Politics 416 Intervention in International Law
A study of the legal norms defining the problem of interference by outside forces in the internal affairs of a state, including questions of interference by other states, by international organizations and by private corporations.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Gagnon

Politics 424 American Foreign Policy
Major issues and problems of American foreign policy in the contemporary world.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Posner

Politics 430 Soviet Foreign Policy
The foreign policy of the Soviet Union. Topics include continuity and change, the role of ideology and national interest, the origin and dynamics of the Cold War, the Sino-Soviet dispute and Soviet-East European relations.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Lieberman

Politics 441 Ancient and Medieval Political Thought
The origins and the early development of the main political ideas of the West.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Ward

Politics 452 Modern Political Thought
The history of Western political ideas from the time of Machiavelli to that of Marx.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Tinder and Mr. Simonds

Politics 462 Socialism in the Modern World
The origins and doctrines of modern Socialism with particular emphasis on Marxist-Leninist thought. Topics include Utopian and Guild Socialism, Fabianism, Syndicalism, Titoism, Marxist Revisionism, Maoism, and Socialism in the United States.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Lieberman

Politics 464 New Left Politics and Theory
During the first half of the course students will be exposed to the major currents of Marxist thought in the twentieth century, as represented primarily in the writings of East and West European Marxist Revisionists. This will provide the background for the second half of the course in which students will research the political movements known as the New Left in France, Italy, and the United States.
3 Lect Hrs 3 Credits
Ms. Fine

Politics 468 American Political Thought
An analytical and historical study of the development of American political thought and institutions from colonial times, primary source readings feature the ideas and deeds of those who have shaped the American concept of free government.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Paul

Politics 478-479 Independent Study
A course of reading and investigation designed to supplement regular department offerings. Topics will be worked out by instructor and student. Regular papers will be required.
Hrs by Arrangement 3 Credits
Staff

Politics 480-481 Seminar
Intensive studies in various important fields in politics. Emphasis on independent research. By invitation of department.
3 Lect Hrs 3 Credits
Staff

Politics 484-485 Special Problems in the Field of Politics
Seminar in the field of practical politics generally taught by professional politicians. By invitation of department.
3 Lect Hrs 3 Credits
Staff

Politics 486 Seminar — Africa and World Politics
Intensive study of the newly independent states of Africa and their impact on world affairs.
Prerequisite: Politics 391 or 392 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Kanza

Politics 488 Field Work in Politics I
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty adviser, and appropriate written work required.
Prerequisite: Completion of a relevant course, and permission of dept.
3 Lect Hrs 3 Credits
Staff

Politics 489 Field Work in Politics II
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty adviser, and appropriate written work required.
Prerequisite: Completion of a relevant course, and permission of dept.
3 Lect Hrs 3 Credits
Staff

Politics 490-491 Special Problems
Guided reading in special areas of politics. May be used for honors thesis. By invitation of department.
Hrs by Arrangement 3 Credits
Staff

Politics 590 Field Practicum in Politics
The Practicum is designed to enable a student to earn 15 hours credit year with a government agency. The program is designed to integrate this experience into a more general education plan which will require majors to complete a pre-course that is substantially related to the proposed internship in the semester preceding and a similarly related post course in the semester following the internship. See department for a specific sample program.
Prerequisite: Approval of Politics department.
Hrs by Arrangement 9 Credits
Staff

PORTUGUESE

Port 101 Elementary Portuguese I
Acquisition of basic skills in comprehending speaking, reading and writing, using the audiolingual approach.
4 Lect Hrs, 1 Lab Hr, 4 Credits
Ms. McDivitt

Port 102 Elementary Portuguese II
Acquisition of basic skills in comprehending, speaking, reading and writing using the audiolingual approach.
4 Lect Hrs, 1 Lab Hr 4 Credits
Ms. McDivitt

Port 304 Advanced Portuguese
Advanced work in conversation and composition. Emphasis on mastery of good written Portuguese.
3 Lect Hrs 3 Credits
Ms. McDivitt

PSYCHOLOGY

COLLEGE I

Steven Schwartz, Ph.D., Associate Professor of Psychology and Chairman; Robert Kastenbaum, Ph.D., Professor of Psychology; Donald Krus, Ph.D., Professor of Psychology; Bernard Rosenblatt, Ph.D., Professor of Psychology; Paul T. Costa, Ph.D., Associate Professor of Psychology; Barbara Ross, Ph.D., Associate Professor of Psychology; Ina Samuels, Ph.D., Associate Professor of Psychology; Claire Golomb, Ph.D., Associate Professor of Psychology; Dennis Byrnes, Ph.D., Assist-

ant Professor of Psychology; Patricia Wilkie, Ph.D., Assistant Professor of Psychology; Jill Rierdan, M.A., Instructor in Psychology; Jonathan Slavin, Ph.D., Part-time Assistant Professor of Psychology; George Gardner, Ph.D., Visiting Professor of Psychology.

GRADUATION REQUIREMENTS

College I Psychology Majors are expected to take the Introductory Psychology (101) offered by our Department and pass with a grade of C or better; this course is a prerequisite of all other psychology courses. Research Methods in Psychology I (211), which is a prerequisite of all laboratory courses in Psychology, is a requirement for all majors. In order to ensure breadth of training in Psychology, majors must distribute their courses within the various areas of psychology in the following fashion. A minimum of two courses must be selected from the following three areas: Information Processing (Psychology 250, 255, 385, 390); Psychobiology (Psychology 260, 265, 360, 361, 365); General Theory and Method (Psychology 212, 280, 380), and a minimum of two courses must be selected from the following three areas: Clinical Personality (Psychology 200, 215, 220, 300,315); Life-Span Development (Psychology 240, 290, 340, 480); Social Psychology (Psychology 230, 330, 333). At least three additional courses must be taken from any departmental offerengs for a total of 28 credits in Psychology. (New major requirements effective for majors declaring after June 1, 1974.)

Cognate credit toward the psychology major is granted for Psychological Anthropology (Anthropology 254) and Philosophy and Psychoanalytic Psychology (Philosophy 375). Transfer courses approved by the Registrar are not automatically granted major credit. Transfer students seeking major credit for psychology courses taken elsewhere should obtain the approval of the Curriculum Committee.

Majors who intend to apply to Graduate Departments of Psychology are strongly advised to take Systems of Psychology (Psychology 380) and Research Methods in Psychology II (Psychology 212).

Double majors must be approved by the Psychology Department Curriculum Committee and must fulfill the normal requirements listed above.

INTERDISCIPLINARY PROGRAMS

Options other than the double major are becoming available to students who wish to combine their psychology major with intensive work in other departments.

A Students with a combined interest in Psychology and Philosophy may elect a directed major in Philosophy and Psychology. This major enables a student to set-up an integrated program of study in the two fields according to the following guidelines:

1. A minimum of 13 courses, 6 from each Department, plus a course in directed study to be taken during the final year, are required. Included in these are the following "core requirements":

   Philosophy
   100 — Introduction to Philosophy
   104 — Introduction to Logic

   Psychology
   101 — Introduction to Psychology
   211 — Research methods and either
   280 — History of Psychology or
   380 — Systems of Psychology

2. In each case of such a major, the student is required to plan out his or her program with a team of two advisors, one from each Department. This needn't be done prior to taking any courses in each Department, but should come close to the beginning of the student's career at UMB. It should be understood that some courses a student may have taken in each Department prior to setting-up such a major may not be included in courses that count toward this major, if both advisors feel they cannot be integrated into his or her course of study.

B. The Psychology Department offers several courses (Psychology 260, 265, 266, 365) that will form an integral part of a proposed concentration in Biobehavioral Studies, now under development. This concentration is a joint effort of the Departments of Anthropology, Biology, and Psychology, and will be open to majors in these Departments.

C. The Psychology Department also contributes offerings to the Law and Justice Foundation Program.

INDEPENDENT STUDY

Students interested in independent work (in the laboratory, field or library) should seek the consent of a supervising faculty member and have the project approved by the department before enrolling in Problems in Psychology (478, 479).

HONORS

The requirements for receiving a diploma with Honors in Psychology are: 1. Satisfactory completion of all U. Mass. and departmental requirements for graduation. 2. An overall 3.0 cumulative average. 3. A 3.2 cumulative average in all department work. 4. A grade of A in the two semester Senior Honors courses (Psychology 498-499). 5. Approval of the Senior Honors paper by the Department's Honors Committee.

Students who intend to graduate in June of their senior year may apply to the department's Honors Committee between mid-May of their junior year and September 1st of their senior year. Students will be informed of their eligibility to participate in the Senior Honors Program (Psychology 498-499) by September 10th.

Students interested in Independent Research of Library Study, who are not participants in the Senior Honors seminar, should enroll in Psychology 478/479 (Problems in Psychology) with the consent of a supervising departmental faculty member.

COLLEGE II

Bernard M. Kramer, Ph.D., Professor of Psychology and Chairman; Maxwell Schleifer, Ph.D., Professor of Psychology; Dorothy Gampel, Ph.D., Associate Professor of Psychology; Lois Biener, Ph.D., Assistant Professor of Psychology; Lawrence Gaines, Ph.D., Assistant Professor of Psychology; Milton Kotelchuck, Ph.D., Assistant Professor of Psychology; Thomas Kreilkamp, Ph.D., Assistant Professor of Psychology; Joan Husar Liem, Ph.D., Assistant Professor of Psychology; Samuel Osherson, Ph.D., Assistant Professor of Psychology; Edward Strickland, Ph.D., Assistant Professor of Psychology; Richard Tropper, Ph.D., Assistant Professor of Psychology; Gila Baker, M.A., Instructor in Psychology; Carol Feldman, M.A., Instructor in Psychology; Howard Ramseur, M.A., Instructor in Psychology; Melvin Barton, Ph.D., Part-time Lecturer in Psychology; Ena Nuttall, Ph.D., Part-time Lecturer in Psychology.

GRADUATION REQUIREMENTS

Psychology majors must take Psychology 101 plus eight advanced courses. Majors who intend to apply to graduate departments of Psychology are strongly advised to take Psychology 275 and 380. Students who wish to take an advanced course before their junior year must have permission of the instructor.

Psych 101 General Introduction to Psychology
A general survey of the major areas of research within psychology such as; sensation and perception, learning, individual differences, personality, social and developmental processes.
3 Lect Hrs 4 Credits
Staff

Psych 200 Personality
Comparative approach to personality theories of Allport, Catell, Freud, Maslow, Murray, Kelley, ego psychologists, self-theorists and others. Emphasis upon achieving a conceptual framework contributing towards greater understanding of human nature, personality functioning and individual differences. Selected topics include research methods and assessment of personality.
Prerequisite: Psychology 101.
3 Lect Hrs. 3 Credits
Mr. Costa and Staff

Psych 202 Human Motives and Emotions
Investigation of the basic motivational and emotional dynamics underlying human behavior, with emphasis on experimental and conceptual approaches.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Staff

Psych 203 Cross Cultural Study of Personality
Introduction to the comparative cross-cultural perspective in personality study, theoretical formulations and current research on the relation of personality to culture, focusing on personality studies in Russian, Chinese, and Israeli societies, investigation of such variables as achievement, motivation, dependency, guilt and shame.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Osherson

Psych 211 Research Methods Psychology I
Basic methods used by psychologists in the scientific study of behavior. Experimental, naturalistic observation, clinical case-study methods, etc. will be considered. Elementary descriptive statistics.
Prerequisite: Psychology 101.
2 Lect Hrs, 1.5 Lab. Hrs 3 Credits
Mr. Schawrtz, Mr. Mixon, Mr. Costa

Psych 212 Research Methods Psychology II
Advanced aspects of research design, methods of analysis, inferental statistics will be covered.
Prerequisite: Psychology 101 and 211.
2 Lect Hrs, 1.5 Lab Hrs 3 Credits
Mr. Schwartz

Psych 215 Psychopathology
Etiology, dynamics and treatment of psychopathology.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Slavin and Staff

Psych 220 Psychoanalysis and the Study of Man
Basic psychoanalytic concepts applied to the study of man.
Prerequisite: Psychology 101 and 215, senior standing.
3 Lect Hrs 3 Credits
Mr. Rosenblatt

Psych 230 Social Psychology
A basic survey of social psychology, with focus on the nature of human groups and the way man's participation in them affects his own behavior.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Mixon, Ms. Wilkie

Psych 231 Environmental Psychology
Investigation of the effects of the physical environment on people and vice-versa. Examination of such issues as how different individuals and groups respond to the physical environment and mental health, and citizen participation in environmental planning.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Staff

Psych 232 Community Psychology
Contributions of psychology to the understanding of human communities. Consideration of factors such as motivation, perception, cognition, and attitudes as these influence community participation. Conceptions of community psychology.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Schleifer

Psych 233 Psychology of Language
Behavioral and physiological approaches to the processes underlying language and thought, and the interrelationships between them.
Prerequisite: Psychology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Lindsley, Ms. Baker

Psych 240 Developmental Psychology
Cognitive, social and personality development throughout the entire individual life cycle.
3 Lect Hrs 3 Credits
Staff

Psych 245 Educational Psychology
Application of psychological concepts to education with emphasis on the role of the school, the family, the classroom, and the teacher in the educational process.
Prerequisite: Psychology 101 and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Psych 250 Learning
An introduction to current views of learning, and its development, concepts, application, theoretical issues and behavioral change.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Byrnes

Psych 251 Lab Methods in Learning
Lab experiments with both animal and human subjects covering diverse learning phenomena.
Prerequisite: Psych 211 and Psych 250 (May be taken concurrently with Psych 250).
1 Lect Hr, 4 Lab Hrs 3 Credits
Mr. Byrnes

Psych 255 Perception
The traditional problems of perception, with focus on the changing theoretical perspectives within which these problems are viewed. Evolution in theory from early elementalistic approaches to the more current concern with the perception-personality relationships.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Krus, Mr. Byrnes

Psych 260 Physiological Psychology
A basic survey of physiological psychology including sensory processes, motor behavior, drives and instincts, arousal and learning.
Prerequisite: Psychology 101 and permission of instructor.
3 Lect Hrs 3 Credits
Ms. Samuels

Psych 265 Comparative Psychology
Evolution of behavior, similarities and differences for environmental adjustment and for behavioral organization among various types of living organisms from plants to unicellular organisms to the primates, including man.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Ms. Moore

Psych 266 Laboratory in Animal Behavior
The lab will introduce practical aspects of the study of species-typical behavior. Both observational and experimental techniques will be used with a variety of behavior patterns in a variety of species.
Pre- or Co-requisite Psych 265, 211 or consent of instructor.
3 Credits
Ms. Moore

Psych 270 Statistics
Scientific method as it applies to psychology and the role of statistics within that method. Fundamental statistical concepts and techniques, primary stress is on the logic which underlies their use as descriptive and analytic tools in psychological inquiry.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Staff

Psych 271 Psychological Testing
Survey of psychological testing, purposes and types of tests, and principles of test construction.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Costa

Psych 275 Experimental Psychology
Scientific methods in general and experimental methods in particular are covered. Emphasis is placed on developing the ability to critically evaluate the evidence upon which various assertions are made.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Ms. Gampel

Psych 280 History of Psychology
An examination of various views of man over time and the treatment of basic philosophical-psychological questions. The objective of the course is for the student to gain a sense of changing emphasis relative to broad issues such as socio-cultural factors, intellectual, technological advances, etc.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Ms. Ross

Psych 290 Normality and Psychopathology in Childhood
An advanced course in developmental psychology and psychopathology. Deals mainly with early childhood and emphasizes Anna Freud's views as they have evolved from experience in the psychoanalysis of children. Specific topics include temporary regression in childhood, the transitional object, consciousness in childhood, the influence of physical illness and hospitalization on mental development, object loss, the diagnostic profile, and the concept of the representational world.
Prerequisite: Psychology 101, 200, 215, and 240.
3 Lect Hrs 3 Credits
Mr. Rosenblatt

Psych 300 Psychological Assessment
A systematic treatment of principals and problems associated with psychological measurement and assessment — especially as it relates to personnel decision making and selection.
Prerequisite: Psychology 101, 200, 211 and 271.
2 Lect Hrs, 2 Lab Hrs 3 Credits
Mr. Costa

Psych 310 Time, Space and Fantasy
Far-ranging exploration of the human imagination as applied to the dimension of time and space.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Kastenbaum

Psych 315 Death, Dying and Lethal Behavior
Explores our total relationship to death. It draws upon material from psychology and related fields, and from personal experience and events of the day.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Kastenbaum

Psych 325 Freud's Case Histories
Review of Freud's published case histories, *Dora, The Rat Man, The Wolf Man*, Schreber, *Little Hans*. Special attention to the problems of the case history as scientific evidence.
Prerequisite: Psychology 101, 200, 215, 220, and 240.
3 Lect Hrs 3 Credits
Mr. Rosenblatt

Psych 330 New Approaches to Social Psychology
Seminar in recent theoretical, empirical and methodological developments in social psychology.
Prerequisite: Psychology 101 and 230.
3 Lect Hrs 3 Credits
Mr. Mixon, Ms. Wilkie

Psych 331 Nature of Prejudice
Examination of psychological and socio-cultural factors in inter-group prejudice. Will use the classic work by Gordon Allport as an analytic framework and incorporate subsequent developments in the social sciences.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Staff

Psych 332 Educational Segregation and Desegregation
Examination of social and psychological aspects of desegregation, its effects on the achievement, self-concept and interracial attitudes of students, and the school conditions necessary for their maximum benefit.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Staff

Psych 333 Group Dynamics
An examination of small group behavior from a theoretical and empirical perspective. The group is viewed as a system functioning in a number of environments: physical, personal, social, and task. Each of these interrelated environments influence various aspects of group process. Thus leadership, power, conformity, status, goals, etc., are considered as inter-related processes of social interaction.
3 Credits
Ms. Wilkie

Psych 340 Psychology of Human Aging
A developmental approach to human integrity and functioning in the second half of the lifespan. Stereotyped ideas about the aging process are critically reviewed. Special attention is given to newer approaches to facilitating psychological well-being in the later years of life.
Prerequisite: Junior or Senior standing, Psychology 101.
3 Lect Hrs 3 Credits
Mr. Kastenbaum

Psych 341 The Family and the Child — A Psychological View
The role of the family in psychological development of the child. A psychodynamic view of the family, to examine stages of development from the third trimester of pregnancy to sixteen years of age.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Staff

Psych 360 Neuropsychology I
Neuro-basis of higher cognative functions such as perception, emotion, memory and language, including a consideration of human brain damage and psychological tests used to assess such damage.
Prerequisite: Psychology 260.

Psych 361 Neuropsychology II
Neuro-basis of higher cognative functions such as perception, emotion, memory and language, including a consideration of human brain damage and psychological tests used to assess such damage.
Prerequisite: Psychology 260.

Psych 365 Psychobiology of Development
A major emphasis of the course will be the formulation of general principles of development applicable to a wide variety of species. A second emphasis will be placed on interpreting. The relation of the animal literature to an understanding of human development. Specific topics will be drawn from naturalistic studies of animal and human development and from studies exploring the relation between biology and behavioral development.
Prerequisite: Junior standing, Psychology 101 and 240 or consent of instructor.
3 Lect Hrs — 3 Credits
Ms. Moore

Psych 380 Systems of Psychology
A study of major trends in contemporary psychology, with particular emphasis on behavioristic and phenomenological viewpoints. An examination of the leading movements is based on historical evaluation of major concepts.
Prerequisite: Senior standing, Psychology 101, or permission of instructor.
3 Lect Hrs — 3 Credits
Ms. Ross

Psych 385 Sensory Processes and Pattern Recognition
The course will explore the means by which a perceived, remembered and thought-about world comes into being form changes in the energy distribution on the retina and fluctuating pressure patterns at the ear; how these become the images that we see and the sounds, speech and music that we hear.
3 Credits
Mr. Byrnes

Psych 390 Thinking
An exploration of how man develops strategies for obtaining information from his environment, and how this information is organized, stored, and retrieved for later use.
Prerequisite: Junior standing, Psychology 101.
3 Lect Hrs — 3 Credits
Mr. Schwartz, Mr. Byrnes

Psych 391 Lab Methods in Thinking
Experiment on a variety of higher processes involving human subjects.
Prereq - Co-req 211, 390.
1 Lect Hr, 4 Lab Hrs — 3 Credits
Mr. Schwartz, Mr. Byrnes

Psych 395 Field Study Option
This option is a 1 credit addition to student course work in the following — Personality, Race Prejudice, Psychopathology, The Psychology of Women, Community Psychology, and Developmental, Social, Educational, and Community Psychology. Students spend 2 to 3 hours per week participating in course-related field settings. Through supervision and written reports students use psychological theories and methods to analyze data gathered in the field setting.
Prerequisite: Psychology 101 and permission of instructor.
Hrs by Arrangement — 1 Credit
Staff

Psych 478-479 Problems in Psychology
Independent work on special problems or in certain fields of psychological interest. Students must arrange with an individual instructor and have project approved by the department.
Prerequisite: Psychology 101.
3 Lect Hrs — 3 Credits
Staff

Psych 480 Advanced Developmental Psychology — Special Topics
Conducted by various members of the faculty with special attention in their field of scholarly interest.
Prerequisite: Psychology 101, and Psychology 240.
Hrs by Arrangement — 3 Credits
Staff

Psych 481 Special Topics
Conducted by various members of the faculty with special attention in their field of scholarly interest. Topics vary by semester.
Prerequisite: Psychology 101.
Hrs by Arrangement — 3 Credits
Staff

Psych 482 Issues for Psychology
Guest lecturers will discuss new developments interior to psychology as a science or exterior as problems for psychological analysis. Closed discussions guided by responsible faculty will follow lecture sessions open to the university community.
3 Lect Hrs — 3 Credits
Mr. Kramer

Psych 485 Advanced Seminar in Psychology
Seminar topics vary by semester.
Prerequisite: Senior standing and permission of instructor.
3 Lect Hrs — 3 Credits
Staff

Psych 498 Senior Honors Seminar I
An intensive program of directed research combined with weekly seminar on salient issues in Psychology. Successful completion of Psychology 498-499 results in graduation with honors in Psychology.
Prerequisite: Psychology 101, 211, 212; A 3.0 grade point average and consent of Psychology Honors Committee.
3 Lect Hrs — 3 Credits
Staff

Psych 499 Senior Honors Seminar II
An intensive program of directed research combined with weekly seminar on salient issues in Psychology. Successful completion of Psychology 498-499 results in graduation with honors in Psychology.
Prerequisite: Psychology 498.
3 Lect Hrs — 3 Credits
Staff

THE STUDY OF RELIGION

COLLEGE II

Richard A. Horsley, Ph.D., Assistant Professor in the Study of Religion and Program Director; Randy Huntsberry, Ph.D., Part-time Assistant Professor in the Study of Religion; James Fisher, S.T.B., Part-time Lecturer in the Study of Religion.

THE PROGRAM AND CONCENTRATION IN THE STUDY OF RELIGION

The Program in the Study of Religion offers a set of courses which concentrate on the religious dimension of human experience. At the nucleus of the Program is a group of courses directly in the study of religion which focus on the fundamental problems and themes of religious experience (Group A, below). This is supplemented by a variety of departmental course offerings which examine religious aspects of literature, art, history, or institutions, as treated by the social sciences and the humanities (Group B, below). This Program seeks to explore critically the cultural heritage of religious experience in a fashion which enables students to expand their views of human culture and to find the place of their own history and experience within the framework of a liberal and humanistic education.

The Concentration in the Study of Religion is designed for students who wish to pursue the study of

religion in a more systematic way. These students will be assisted and advised by the Committee on the Study of Religion in College II which supervises the Program. A student's program of study in the Concentration must be coherent, balanced, and varied. It must provide for a clearly-defined focus and knowledge of a wide range of religious phenomena. At least six courses from the approved list below must be completed; at least three of these must be elected from Group A. Successful completion of the Concentration is formally acknowledged on students' official records.

A. COURSES IN THE STUDY OF RELIGION

Study of Religion 109 — Introduction to Religion: Symbol, Myth, and Ritual
Study of Religion 231 — Religions of India
Study of Religion 232 — Religions of the Far East
Study of Religion 241 — Old Testament: The Religion of Israel and the Ancient Near East
Study of Religion 242 — New Testament, Judaism, and Hellenistic Religion
Study of Religion 250 — Varieties of Mysticism
Study of Religion 264 — Contemporary Religious Thought
Study of Religion 276 — Religion and Technology
Study of Religion 478 — Indepent Study

B. COURSES RELATED TO THE STUDY OF RELIGION

Approaches to Religion through particular disciplines:

Anthropology 267 — Anthropology of Religion
Sociology 339 — Sociology of Religion
Philosophy 260 — Philosophy of Religion

Religion and Literature:

Classics 112 — Greek and Roman Myth and Religion
English 326 — Milton
English 482G — Jewish American Literature
Humanities 243 — Mythology and Literature
Humanities 244 — Germanic Mythology
Humanities 260 — Visionary and Prophetic Modes in Literature
Humanities 245 — Fantasy and Utopia
French 374 — Catholic Literature from 1800-1930
Italian 301-302 — Dante and the Duecento

Major Religious-Cultural Traditions:

History 237 — Jewish History: Antiquity to the Late Middle Ages
History 238 — Jewish History: From the Spanish Expulsion to Modern Statehood
History 239 — The Middle East, 622-1517 (Islamic Civilization)
History 243 — Problems in African Civilization (Islam in Africa)

Relstd 109 Introduction to Religion-Symbol, Myth and Ritual
A comparative introductory and survey course on fundamental subject matter and methods of approach, focusing on the central importance of symbols, myths and rituals. Concentration on such topics as mythopoeic religion, myth and history, heroes and saviors, mystical transformation, prophetic vision, and contemporary spiritual transcendence.
3 Lect Hrs 4 Credits
Mr. Horsley

Relstd 231 Religions of India
A study of Hindu, Buddhist and other religious forms as expressed in Indian myth, literature, art, and social movements. Equal attention to traditional materials, such as the Upanishads, the Bhavagad Gita, the teachings of the Buddha, and to more recent phenomena such as the Gandhian movement.
3 Lect Hrs 3 Credits
Staff

Relstd 232 Religions of the Far East
A study of religious expression in China and Japan with special emphasis on Confucianism, Taoism, Buddhism and Shintoism.
3 Lect Hrs 3 Credits
Staff

Relstd 241 Old Testament, the Religion of Israel and the Ancient Near East
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East with some attention to subsequent biblical interpretation, literature and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest and apocalyptic visions.
3 Lect Hrs 3 Credits
Mr. Horsley

Relstd 242 New Testament, Judaism and Hellenistic Religion
A study of Religion and Literature of early Christianity in comparison with other, contemporary Jewish movements — Pharisees, Essenes, etc. — and with hellenistic philosophy and mystery religions. Concentration on the career and teachings of Jesus of Nazareth, the interpretation of his significance, and the development and diversity of the Christian movement. Some attention to modern literary, musical and cinematic interpretations.
3 Lect Hrs 3 Credits
Mr. Horsley

Relstd 250 Varieties of Mysticism
A critical and comparative study of specific mystics and mystical movements from the Hindu, Muslim, Jewish and Christian religious traditions.
Prerequisite: One Religious Studies course or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Relstd 264 Contemporary Religious Thought
Consideration of major currents in contemporary religious thought from existentialist theology and mystical contemplation to more socially oriented reflection and religious philosophies of non-violence and revolution. Readings from Buber, Tillich, Weil, Teilhard, Merton, Niebuhr, Gandhi, Fackenheim, Berrigan, Cox, and Daly.
3 Lect Hrs 3 Credits
Mr. Horsley

Relstd 276 Religion and Technology
An assessment of technology, including issues such as ecology, alienation, medicine, and warfare, from the perspective of major religious traditions. A consideration of religious-ethical resources for dealing with technology and its impact on man and nature. Special attention may be given to one or two para-dogmatic problems, for example, in genetics or medical ethics.
3 Lect Hrs 3 Credits
Staff

Relstd 478-479 Independent Study I, II
A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor and program chairman.
3 Lect Hrs 3 Credits
Staff

RUSSIAN

COLLEGE II

John H. Dick, Ph.D., Assistant Professor and Chairman; Joseph Manson, Ph.D., Associate Professor of Russian; George Siegal, Ph.D., Associate Professor of Russian; George N. Kostich, M.A., Instructor in Russian; Anny Newman, M.A., Instructor in Russian; Kevork Donabedian, Ph.D., Lecturer in Russian; Vera Taranovsky, M.A., Lecturer in Russian.

GRADUATION REQUIREMENTS

The program of courses for the Russian major is as follows:

Seven courses in the department beyond the intermediate level which must include Russian 309-310 (Third Year Russian), Russian 261-262 (Russian Literature in Translation), two semesters of Russian literature in the original, either Russian 305 (Phonetics) or Russian 306 (Structure of Modern Russian), Russian 263 (Russian Culture and Civilization) and Russian 311-312 (Stylistics — Fourth Year Russian).

Russ 101-102 Elementary Russian
For students with no previous training in Russian. Development of the four language skills, based on an audio-lingual approach.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Staff

Russ 201-202 Intermediate Russian
Intensive review of grammar. Continued practice in speaking, writing and listening.
Prerequisite: Russian 102 or equivalent.
4 Lect Hrs — 4 Credits
Staff

Russ 250 Dostoevsky
Historical and literary background. No reading knowledge of Russian required. Russian majors expected to do a part of the reading in the original.
Prerequisite: Sophomore standing.
3 Lect Hrs — 4 Credits
Mr. Siegel

Russ 251 Tolstoy
Historical and literary background. No reading knowledge of Russian required. Russian majors expected to do a part of the reading in the original.
3 Lect Hrs — 4 Credits
Mr. Siegel

Russ 261-262 Russian Literature in Translation
Modern Russian literature, concentrating on prose from 1800 to the present. No reading knowledge of Russian required.
Prerequisite: Sophomore standing.
3 Lect Hrs — 4 Credits
Mr. Siegel, Mr. Manson

Russ 263 Russian Culture and Civilization
Aspects of Russian history, religion, literature, art, architecture, and music, studied in relation to one another rather than in isolation. Within the general framework, students are encouraged to pursue topics of individual interest.
Prerequisite: Sophomore standing.
3 Lect Hrs — 4 Credits
Mr. Manson

Russ 264 Bulgakov, Pasternak and Solzhenitsyn
Readings in English translation of selected novels and short stories of three major Soviet writers.
Prerequisite: Sophomore standing.
3 Lect Hrs — 4 Credits
Mr. Manson

Russ 265 Chekhov
Readings of selected plays and short stories of Chekhov in English translation.
3 Lect Hrs — 4 Credits
Mr. Manson

Russ 267 Soviet Literature
Beginnings and development of Soviet prose, drama and criticism from Gorky to the present. No reading knowledge of Russian required. Majors required to do research in Russian.
3 Lect Hrs — 4 Credits
Mr. Siegel, Mr. Manson

Russ 268 Russian Drama
The masterpieces of the Russian theatre from the beginnings to recent years. Plays from Fonvizin to Gorky. No reading knowledge of Russian required. Majors expected to do a part of the reading in the original.
Prerequisite: Sophomore standing.
3 Lect Hrs — 4 Credits
Mr. Kostich

Russ 301-302 Selected Readings in Russian Literature
Reading of selected classics of 19th and 20th century Russian literature, combined with written and oral work.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs — 3 Credits
Mr. Kostich

Russ 305 The Sound Patterns of Russian
Detailed analysis of the sound system, articulation and intonational patterns of the Russian language. Emphasis on aural comprehension and oral fluency.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs — 3 Credits
Ms. Newman

Russ 306 Structure of the Russian Language
The structure of the contemporary Russian language. Morphology, accentology and syntax.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs — 3 Credits
Ms. Newman

Russ 309-310 Third Year Russian
Reading, problems in grammar, composition and conversation.
Prerequisite: Intermediate Russian or equivalent.
3 Lect Hrs — 3 Credits
Ms. Newman

Russ 311-312 Russian Stylistics
The style of Russian literary works. Practical application of principles of grammar and intensive study of idiomatic expressions.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs — 3 Credits
Mr. Kostich

Russ 321 Specialized Reading
Texts in various fields read intensively and extensively — primarily for vocabulary acquisition.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs — 3 Credits
Ms. Newman

Russ 341 19th Century Russian Poetry
Readings in Lermontov, Tjutchev and Nekrasov.
Prerequisite: Russian 201 or 2 years of Russian.
3 Lect Hrs — 3 Credits
Mr. Siegel

Russ 344 Pushkin
Readings in the poetry and prose of Pushkin.
Prerequisite: Russian 201 or 2 years of Russian.
3 Lect Hrs — 3 Credits
Mr. Siegel

Russ 359 20th Century Russian Poetry
Close reading and analysis of the Russian texts of poems of Mayakovsky, Voznesensky and Evtushenko.
Prerequisite: Sophomore standing.
3 Lect Hrs — 3 Credits
Mr. Manson

Russ 478-479 Independent Study I, II
Selected research topics organized in consultation with individual students or individual guidance in reading, writing, and literary criticism.
Prerequisite: Permission of instructor and chairman.
Weekly Conferences, Hrs to be Arranged — 3 Credits
Staff

Russ 586 Methods and Practice Teaching of Russian in Secondary Schools
Instruction in methods of teaching Russian. Supervision of practice teaching in secondary schools.
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Hrs Practice Teaching 9 Credits
Staff

ARMENIAN

Armenian 101 Elementary Armenian
For students with no previous knowledge of Armenian. Intensive practice in language skills with introductory reading.
4 Lect Hrs 4 Credits
Mr. Donabedian

Armenian 102 Elementary Armenian
For students with no previous knowledge of Armenian. Intensive practice in language skills with introductory reading.
4 Lect Hrs 4 Credits
Mr. Donabedian

SOCIOLOGY

COLLEGE I

James E. Blackwell, Ph.D., Professor of Sociology and Chairman; Richard Robbins, Ph.D., Professor of Sociology; Daisy Tagliacozzo, Ph.D., Professor of Sociology; John Dickinson, Ph.D., Associate Professor of Sociology; Calvin J. Larson, Ph.D., Associate Professor of Sociology; Gerald R. Garrett, Ph.D., Assistant Professor of Sociology; Herman James, Ph.D., Assistant Professor of Sociology; Gregory Johnson, Ph.D., Assistant Professor of Sociology; Janet Kohen, Ph.D., Assistant Professor of Sociology; Susanne Herne Morgan, Ph.D., Assistant Professor of Sociology; Siamak Movahedi, Ph.D., Assistant Professor of Sociology; Stan R. Nikkel, Instructor in Sociology; Ann Popkin, M.A., Instructor in Sociology; Robert Wood, M.A., Instructor in Sociology; T. Scott Miyakawa, Ph.D., Visiting Professor of Sociology; Douglas Davidson, M.S., Lecturer in Sociology; Bruce Hare, M.A., Lecturer in Sociology; Barbara Pearson, M.S., Part-time Lecturer in Sociology.

GRADUATION REQUIREMENTS

The Department requires a total of 27 semester hours of Sociology credit for a major in Sociology. The specific courses required for graduation are: (1) Sociology 101 (Introductory Sociology); (2) Sociology 350 (Social Statistics) or Sociology 351 (Methods of Social Research); and (3) Sociology 382 (Elements of Sociological Theory). In addition, majors must take six upper division courses in Sociology in meeting the total 27 credit hours required for a major. Effective with the Class of 1975, no cognate courses will be acceptable in lieu of courses in Sociology.

The Department does not require but strongly recommends its major to take Anthropology 101, (Introductory Anthropology), and Psychology 101, (Introductory Psychology). Beyond meeting the minimal requirements, a major is free to concentrate or specialize in any one of the "themes" among its curriculum or to take courses interspersed among the various themes.

Field Training

Field Training is provided in two programs of the Department: (1) The Sociology and Urban Social Service Program (SUSS) and (2) the Program in Corrections. These programs involve practical training in an agency setting, following the acquisition of theoretical knowledge. See descriptions below.

Sociology and Urban Social Service

The Sociology and Urban Social Service Concentration is designed for dedicated students who wish, beginning in their freshman year, to major in sociology as preparation for a child-serving career in an urban setting. Students in this program take specially created sections of the sociology course offerings which coordinate their course work with field placement activity. Such students are expected to intern in a variety of social service agencies such as schools, hospitals, child guidance centers, recreational centers and other community agencies.

Entering freshmen interested in applying for the social service concentration should write to the Chairman of the Sociology Department.

The Sociology of Correction

The Department of Sociology, College I, offers a sequence of courses in the sociology of law, correction, and criminal justice. In general, these courses emphasize basic sociological concepts, research studies of the criminal justice system, and sociological theory in the specialized fields of deviant behavior and criminology. Students with career interests in this area and those who plan to pursue graduate study in criminology should take Sociology 261 (Social Deviance and Control), Sociology 361 (Criminology) or Sociology 462 (Juvenile Delinquency), Sociology 463 (Contemporary Correction), and at least two additional courses from the following list: Sociology 465 (Police and Society), Sociology 464 (Practicum in Correction), Sociology 468 (Social Psychiatry), Sociology 466 (Research Studies in the Sociology of Alcoholism), and Sociology 467 (Sociology of Law). A practicum in correction in which students are placed as interns in a criminal justice setting is open to junior and senior students. Students are also encouraged to take supplementary course work in other departments.

Interdisciplinary and Foundation Programs

The Department actively participates in the Foundations Course in Law and Justice, sponsored by College I. The sociology course in Asian Institutions is central to an emerging Asian Studies Program which may be developed by College I. Similarly, other departmental course offerings are central components in other interdisciplinary programs such as Afro-American, Studies, Ethnic Studies and Urban Studies.

No graduate degree is currently offered by the Department of Sociology; however a modest graduate studies program is being planned and is expected to be implemented within a year. (For information, write to the Chairman; Department of Sociology).

The Honors Program

The Honors Program is open to all qualified Sociology majors. Criteria for Honors in Sociology are as follows:

1. Sociology as the declared major.
2. At least a 3.00 all-college G.P.A.
3. At least a 3.25 G.P.A. in sociology based on no less than 6 sociology courses (currently 8 courses beyond introductory sociology are required).
   a. At least 5 of these course must be graded credit-hours.
   b. Students who have not completed 6 Sociology courses at the time of application (most applicants may fall in this category) can be considered if the balance of course credits are currently in progress and if the grade outcome maintains the G.P.A. requirements. In such instances, the Curriculum Committee can issue a tentative approval.
   c. Transfer students must have at least 4 graded courses in Sociology at UM/B with the balance of sociology credits from the transfer institution.
4. Senior standing, as defined by the UM/B Registrar, in the Semester in which the honors work will be undertaken. (Second semester juniors can submit an honors application providing that credits in progress are sufficient to give them senior standing in the following semester. Normally, however, most

students will apply for honors during the first semester of the senior year).

Alpha Kappa Delta

The Department of Sociology in College I co-sponsors with the Department of Sociology in College II a chapter of ALPHA KAPPA DELTA, the National Honor Society in Sociology. Alpha Kappa Delta is the first national honor society established at the University of Massachusetts/Boston. Membership is open to those students who have completed ten or more hours in Sociology with a grade point average of 3.0 or above and whose overall grade point average is 3.0 or above. Admission to Alpha Kappa Delta usually occurs during the Spring Term.

SOCIOLOGY

COLLEGE II

Robert Weiss, Ph.D., Professor of Sociology and Chairman; Gordon C. Zahn, Ph.D., Professor of Sociology; Harry Brill, Ph.D., Associate Professor of Sociology; Peggy Marquis, Ph.D., Associate Professor of Sociology; Jeanne Binstock, Ph.D., Assistant Professor of Sociology; Lawrence Kamara, Ph.D., Assistant Professor of Sociology; Howard Rotblat, Ph.D., Assistant Professor of Sociology; Sharon Stichter, Ph.D. Assistant Professor of Sociology; Harry Finkelstein, M.S.W., Instructor in Sociology; Richard Kronish, M.A., Instructor in Sociology; Nancy St. John, Ph.D., Visiting Associate Professor of Sociology; Mary-Jo Bane, Ed.D. Part-time Lecturer in Sociology; Ellen Fitzgerald, Ph.D. Part-time Lecturer in Sociology; Russell D. Lee, M.A. Part-time Lecturer in Sociology; Artimus March, M.A. Part-time Lecturer in Sociology; Joanne Preston, B.S. Part-time Lecturer in Sociology; Joyce Robinson, M.A. Part-time Lecturer in Sociology.

GRADUATION REQUIREMENTS

Sociology majors are required to take a minimum of nine Sociology courses, including Sociology 101 (Introduction), Sociology 351 (Methods of Sociological Research) and Sociology 241 (Elements of Sociological Theory). Majors in College II are required also to take two courses in any other of the Social Sciences. Majors in College II may use any sociological methods course to meet the methods course requirement. Majors are encouraged to choose related subjects within the Social Sciences. The Departments limit up to two cognate courses from other social sciences to be counted toward the major. Students may submit such courses for approval for cognate credit. At the invitation of the Department, a student may take individual directed study with an emphasis on independent research. Students wishing to engage in independent study should submit a proposal for the consideration of the Department.

Sociol 101 Introduction to Sociology
The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, social change.
3 Lect Hrs 4 Credits
Staff

Sociol 102 Further Topics in Introductory Sociology
A continuation of Introductory Sociology for second semester freshman in the Suss Program, focusing on the social processes of deviance, change and conflict.
Prerequisite: Sociology 101 and participation in Suss Program.

Ms. St. John

Sociol 200 Human Service Organizations
Theory and practice of people-processing and people-changing organizations.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Finkelstein

Sociol 201 Youth and Society
An examination of theories and research on youth and society, present day patterns of youthful development will be contrasted to other types — both in Western history and in other cultures. The relationship of youth to major institutions; educational, legal, occupational will be examined in detail.
Prerequisite: Sociology 101 plus one other course in either Sociology or Anthropology.
3 Lect Hrs 3 Credits
Mr. Johnson

Sociol 211 The Urban Community
The development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations. Urban change and the problem of planning.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Larson, Mr. Nikkel, Mr. Brill

Sociol 220 Asian Institutions
This course is an introductory study of the institutions and structures of East Asian societies, especially of China and Japan. It will concentrate on selected traditional institutions such as the family, community, and social aspects of the economy and their relations to modernization and industrialization. Comparisons will be made between these East Asian societies and with the United States.
Prerequisite: Sociology 101 and two upper level Sociology courses. A Chinese or Japanese History course may be substituted for one sociology course.
3 Lect Hrs 3 Credits
Mr. Miyakawa

Sociol 221 Asian and Asian American Influence on America
An introduction to the Asian Americans and their major contributions to the United States, analysis of their experience, including aspects significant to a better understanding of American group relations generally, such as those between blacks and caucasians and among white ethnics.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Miyakawa

Sociol 226 Politics and Sociology of Ecology
Political processes as general phenomena ocurring in all social and political institutions, considered through ideas derived from the study of political behavior, organization theory and political anthropology and evaluated in terms of normative political philosophy.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 231 Social Stratification
Social classes in traditional and industrial societies, classes, castes, and mobility. Theories of class relationships and conflicts.
Prerequisite: Sociology 101 and Psychology 101.
3 Lect Hrs 4 Credits
Ms. Binstock, Mr. Davidson

Sociol 241 Elements of Sociological Theory
Reading and discussion of basic sociological works in theory. Relevance of earlier and contemporary sociological interests and research.
Prerequisite: Sociology 101 and junior standing.
3 Lect Hrs 3 Credits
Mr. Larson, Mr. Robbins, Mr. Zahn

Sociol 242 Family
A comparative and historical analysis of family systems. Emphasis on the development and future prospects of the nuclear family in middle-class industrial society.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Dickinson, Mr. Kamara

Sociol 261 Social Deviance and Control
The social conditions of individual and group behavior disorders, deviant subcultures and social control.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Garrett, Ms. Marquis, Ms. Herne Morgan

Sociol 271 Theory of Social Change
Alternative theories of social change, at the societal and community levels. Classical theories of change, including Durkheim, Weber, and Marx, and contemporary theories. Selected applications.
Prerequisite: Sociology 316 or Sociology 101 and permission of instructor.
3 Lect Hrs 3 Credits
Mr. Kronish, Ms. Stichter

Sociol 272 Collective Behavior
The nature and form of religious, ethnic, racial and other types of groupings, mass society and masses in society, formation and structure of crowds.
Prerequisite: Sociology 101 or Anthropology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 277 Social Interaction in Groups
The dynamics of face-to-face social interaction in the context of groups. Investigation of the application of small group research and theory to the functioning of natural groups. Attention to the formative and affective subsystems, role differentiation, and decision processes, informal organization.
Prerequisite: Introductory Sociology and Psychology.
3 Lect Hrs 3 Credits
Ms. Marquis

Sociol 281 Society and the Individual
Basic survey of the impact of social environment on the behavior, attitudes, and personality of individuals. Theoretical and research literature bearing on the concept of socialization as a continuous process through the life cycle, with emphasis on the implications for personal and social change.
Prerequisite: Sociology 101 and Psychology 101.
3 Lect Hrs 3 Credits
Ms. Kohen, Ms. Marquis

Sociol 300 Communications and Opinion
Sociological and political perspectives on mass communications.
Prerequisite: Sociology 101 and junior standing.
3 Lect Hrs 3 Credits
Staff

Sociol 321 Racial and Ethnic Relations
Conflicts and accommodations among differing racial and ethnic groups. Nature and character of prejudices and discrimination. Minority-majority relations in selected societies.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Blackwell, Mr. Davidson,
Mr. Robbins, Ms. Robinson

Sociol 322 The Black Family
A socio-historical analysis of the experiences of the black family in the United States from slavery to present. Emphasis will be on the mode of adjustment and adaption to the forces of domestic colonialism including slavery, racism, and economic discrimination. It will also focus on social statification in the black community as well as issues in socialization and personality development.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Davidson

Sociol 330 Sociology of the Future
Futurism — the study of our rapidly changing technological and social environment and examination of the theories and techniques by which the future can be forecasted, predicted, anticipated or planned.
Prerequisite: Sociology 101 and 2 upper-level sociology courses.
3 Lect Hrs 3 Credits
Ms. Binstock

Sociol 332 Sociology of Education
The educational systems of various types of Western and non-Western societies and the changes in Western systems in modern history, with particular reference to the U.S. the structural features of types of American schools and colleges and the relevance of these features to the economy and the ideology.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Ms. Binstock, Mr. Robbins, Ms. Tagliacozzo

Sociol 333 Sociology of Religion
Belief systems and social structures of religious groups. Impact of religious systems on familial, economic, political and other institutions.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Miyakawa, Mr. Zahn

Sociol 335 Political Sociology
An interdisciplinary study with stress on the nature of power and its distribution in society. Alternative approaches to changing and transforming power structures.
Prerequisite: Sociology 101 and Politics 122.
3 Lect Hrs 3 Credits
Mr. Brown, Mr. Rotblat, Ms. Stichter

Sociol 350 Elements of Social Statistics
Fundamentals of social statistics, special emphasis on probability, tests of significance, and measures of association.
Prerequisite: Sociology 101 and 6 hours of upper division sociology, junior standing or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Movahedi

Sociol 351 Methods of Sociological Research
Design of sociological research and methods of inquiry. Organization and analysis of data. Development of research projects.
Prerequisite: Sociology 101 and junior standing.
3 Lect Hrs 3 Credits
Mr. Garrett, Mr. Movahedi,
Mr. Rotblat, Ms. Marquis

Sociol 355 Comparative Social Structures
The comparative study of large-scale social systems with emphasis on national societies. The theory and methodology of comparison and comparisons of major features of social systems. Construction of typologies.
Prerequisite: Sociology 101 and junior standing.
3 Lect Hrs 3 Credits
Ms. Stichter and Staff

Sociol 361 Criminology
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisite: Sociology 101 and junior standing.
3 Lect Hrs 3 Credits
Mr. Brown, Mr. Garrett

Sociol 373 Population and Ecology
The population explosion, birth, death, and illness. Immigration and emigration. How the human and physical environment interacts with features of population.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Dickinson

Sociol 382 Social Psychology of Sex Roles — Men and Women in Society
An analysis of male and female roles in society with consideration of biological and psychological factors. Attention to socialization processes which reflect society's functional definition of acceptable and deviant sex roles.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Ms. Kohen, Ms. Marquis

Sociol 384 Medical Sociology
Focuses on the contribution of the social sciences to the field of medical care. This is done along two dimensions — 1. Illness and treatment are defined from a socio-cultural, biological perspective. 2. Sociological theories and studies are then brought to bear on the problems of definitions of illness, illness behavior, the use of medical services, the organization of medical services and the future frontiers of social science in medicine.
Prerequisite: Sociology 101 and one additional sociology course.
3 Lect Hrs 3 Credits
Mr. James, Ms. Herne Morgan

Sociol 411 Community Organization
Major principles and concepts of community organization will be explored. Particular emphasis will be placed on considering the potentialities and limits of various types of community organizations to achieve social change in urban neighborhoods.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Brill

Sociol 421 Minorities and Housing
It is the purpose of this course to explore the relation of urban housing and the location of minorities within the structure of American society. Specifically, it will focus upon the processes involved in matching people and housing, the techniques and processes involved in limiting housing opportunities for some people, minority status and housing opportunity, the effects of differential housing opportunities, and proposed resolutions and corrective measures for rearranging the distribution of housing.
Prerequisite: Upper division standing and introductory Sociology 101 and Urban Community 211.
3 Lect Hrs 3 Credits
Mr. Nikkel

Sociol 427 Minority Role Behavior
A sociological analysis of the various responses, self-definitions behavior patterns developed by minority groups to their status as minorities, with special emphasis on the United States.
Prerequisite: Sociology 101 and senior standing.
3 Lect Hrs 3 Credits
Mr. Blackwell

Sociol 435 The Sociology and Psychology of Complex Organization
Types of organizational structures both historically and in industrial societies. Profitmaking and non-profitmaking organizations; such as schools, business and public bureaucracies, corporations, churches, hospitals, prisons.
Prerequisite: Sociology 101 and senior or graduate standing.
3 Lect Hrs 3 Credits
Mr. James, Ms. Binstock

Sociol 440 Sociology of Knowledge and Ignorance
Epistemological sociology — social determinants of the gap between reality and our knowledge of it.
Prerequisite: Sociology 101 and one additional sociology course.
3Lect Hrs 3 Credits
Mr. Dickinson

Sociol 441 Contemporary Sociological Theory
A concentrated examination of recent development in the study of human interaction and the problems of social order and social change. Issues involving the goals of sociology, the ethnics of social research, and behavior control will be a major focus.
Prerequisite: Senior standing, Sociology 241 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Larson

Sociol 451 Field Work Methods
Intensive training in observational methods, readings of theoretical issues involved, concentrated community oriented field work under close supervision.
Prerequisite: Sociology 101 or Anthropology 101.
3 Lect Hrs 3 Credits
Ms. Preston

Sociol 452 Nonexperimental Methods in Sociology
Design and analysis of nonexperimental research. Includes construction of indices and scales, methods of control in survey research, multivariate analysis of qualitative and quantitative data, analysis of causal models, and computer application to sociological data.
Prerequisite: Senior standing, Sociology 350 and 351 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Movahedi

Sociol 462 Juvenile Delinquency
The nature and extent of delinquency, explaining theories, delinquent subculture, and programs for control and prevention.
Prerequisite: Junior standing and Sociology 101.
3 Lect Hrs 3 Credits
Mr. Blackwell, Mr. Brown, Mr. Garrett

Sociol 463 Corrections
Prisons, jails, parole, and probation. Attention to inmate social structure, philosophy underlying correctional system and modern treatment approaches.
Prerequisite: Junior standing and Sociology 462.
3 Lect Hrs 3 Credits
Mr. Brown, Mr. Garrett

Sociol 464 Practicum in Correction
Supervised field placement in a correctional setting, seminar on problems relating to students field experience and on special issues in correction, including prison reform and legislation legal handling of adult and juvenile offenders, prison administration and organization.
Prerequisite: Sociology 101, 463 and permission of instructor.
3 Lect Hrs 6 Credits
Mr. Brown, Mr. Garrett

Sociol 465 Police in Society
An examination of police as a system of social control, survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisite: Senior standing, Sociology 101 and 9 Credits hours in sociology.
3 Lect Hrs 3 Credits
Mr. Brown, Mr. Garrett

Sociol 466 Research Studies in the Sociology of Alcoholism
An in-depth analysis of sociological factors related to drinking behavior, alcoholism, and treatment and prevention programs. Special emphasis placed on theory, research studies and methodological problems in studying alcoholic populations. Attention also given to special topics — alcohol and crime, traffic safety, family crises, industry and skid row.
Prerequisite: Sociology 101 Senior standing or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Garrett

Sociol 467 Sociology of Law
A general analysis of the social origins and consequences of law and legal process, special emphasis on law as a method of conflict resolution, as a social control structure, and on law and social change. Attention also given to law in other societies, including nonliterate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisite: Sociology 101 and 6 semester credits in sociology.
3 Lect Hrs 3 Credits
Mr. Johnson

Sociol 468 Social Psychiatry
Sociological analysis of psychiatric theories and practices, examination of the effect of social structure on the manufacture, diagnosis and treatment of mental disorders.
Prerequisite: 3 courses in sociology or psychology or Sociology 101.
3 Lect Hrs 3 Credits
Mr. Movahedi

Sociol 471 Modernization
Social and economic aspects of development and modernization in various societies.
Prerequisite: Sociology 101 and or Anthropology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 472 Conflict in Society
An exploration into the nature, sources, types and effects of conflict control and resolution, basically theoretical in approach with emphasis upon conflict as a social process.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 473 Sociology of Social Movements
Analysis of general characteristics of social movements as a vehicle of social change — with focus on selected historical social movements.
Prerequisite: Sociology 101, Senior or graduate standing.
3 Lect Hrs 3 Credits
Mr. Zahn

Sociol 474 Ideology and Social Control in Southern Africa and Latin America
From a comparative perspective, the exercise and structure of power in selected nations, states of Latin America and southern Africa. Special reference to race and social class.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 475 Socialization
Theories and research on socialization from a sociological-social psychological perspective. Emphasis on socialization during childhood and continuities and discontinuities between child and adult socialization.
Prerequisite: Sociology 101 and Sociology 281.
3 Lect Hrs 3 Credits
Ms. Kohen

Sociol 476 Medical Care Systems
This course will pursue a comparative examination and analysis of medical care systems. A general system framework will be used. The strategy for analysis will be to analyze various systems in terms of the properties of the systems and the interrelations and the interdependencies of the properties. There will be attempts to connect the structures and the operations of the systems to the larger societal structures of the societies. The focus will be on medical care in modern, industrialized societies.
Prerequisite: Senior standing, at least three courses in sociology, of which two must be Sociology 101 and Sociology 384.
3 Lect Hrs 3 Credits
Staff

Sociol 478-479 Directed Study in Sociology
Students invited by the department to conduct independent research during the senior year. Periodic consultation and guidance provided by the staff.
Prerequisite: Sociology 101 and Psychology 101.
Hrs by Arrangement 3 Credits
Staff

Sociol 480-481 Special Topics
Intensive study of special topics varying each year according to instructor.
Prerequisite: Sociology 101 and permission of instructor.
3 Lect Hrs 3 Credits
Staff

SPANISH

COLLEGE I

Antonio Antelo, Ph.D. Professor of Spanish; Nellie Sánchez-Arce, Ph.D. Associate Professor of Spanish and Chairman; Ricardo Navas-Ruiz, Ph.D., Professor of Spanish; L. Ricardo Alonso, Doctor en Ciencias Sociales y Derecho Publico, Associate Professor of Spanish; Adorna Walia, Ph.D., Associate Professor of Spanish; Ivonne Buck, M.A., Instructor in Spanish.

GRADUATION REQUIREMENTS

Spanish majors are required to take ten semesters of advanced courses. At least three of them should be in Spanish literature and three in Spanish-American literature. Otherwise, majors are expected to choose courses that best satisfy their own interest and needs; but, in planning their program, must obtain assistance from their departmental advisors. Honors Thesis: Students may receive 3 credits toward their total major credits for acceptable work on Honors Thesis written under the direction of a professor from the Department.

COLLEGE II

Maria-Luisa Osorio, Doctor en Filosofia y Letras, Assistant Professor of Spanish and Chairman; James J. Ryan, Ph.D., Professor of Spanish; Maria C. Zardoya, Ph.D. Professor of Spanish; José De Jesus Barba-Martín, M.A. Instructor in Spanish; Hilton Hall, M.A.T., Instructor in Spanish; Maria Luisa Roberts, B.S., Instructor in Spanish; Rafael-Alberto Castilla, Licenciado en Filosofia y Letras, Lecturer in Spanish; Jane M. McDivitt, Ph.D., Lecturer in Portuguese; Anna Wegel, M.A., Lecturer in Spanish.

GRADUATION REQUIREMENTS

In recognition of the different educational and vocational goals of students, two major programs are available: the Literature Major and the Language Major.

a. Literature Majors are required to take Literary Arts, the Senior Seminar, and eight additional semester courses in literature on the 300 level or higher. They are strongly advised to take at least two genre survey courses (novel, poetry, theatre), plus Don Quixote.

b. Language Majors are required to take Language Arts and Literary Arts, plus eight semester courses on the 300 level or higher, of which at least four must be in literature. Non-native speakers are strongly advised to take Advanced Conversation, Advanced Composition and Spanish Civilization. Honors Thesis: With Department approval, and in conjunction with the Senior Seminar, Spanish Majors may receive three credits towards their total of 30 major credits for acceptable work on an Honors Thesis written under the direction of an advisor from the Spanish Department.

Methods and Practice Teaching of Spanish in Secondary Schools (or bilingual programs) may count for only 3 credits toward the Spanish Major.

Span 101-102 Elementary Spanish
For students with no creditable training in Spanish. An intensive study of the four language skills based on an audio-lingual approach.
3 Lect Hrs, 2 Lab Hrs 4 Credits
College I Staff

Span 103-104 Elementary Spanish
Acquisition of basic skills in reading, writing, speaking and translating, using an audio-lingual approach. No credit for students who have had one year of college Spanish or two years of high school Spanish.
4 Lect Hrs, 1 Lab Hrs 4 Credits
College II Staff

Span 115 Intensive Elementary Spanish
An intensive study of the four language skills for those who wish to do a full year of elementary Spanish in one semester. May be taken for credit by students who have studied two years in high school and wish to start over.
8 Lect Hrs, 2 Lab Hrs 8 Credits
Staff

Span 201-202 Intermediate Spanish
An oral review and further study of the language skills with readings in Spanish and Spanish-American literature and culture.
Prerequisite: Spanish 102 or equivalent.
3 Lect Hrs, 1 Lab hr 4 Credits
College I Staff

Span 203-204 Audio-lingual Intermediate Spanish
Further development of language skills using an audio-lingual approach. A student may not receive credit for both 201 and 203.
Prerequisite: Spanish 104 or 115 or equivalent.
4 Lect Hrs 4 Credits
College II Staff

Span 211 Spanish Composition
Open only to Spanish-speaking students. Techniques in writing, problems of written Spanish, style and correctness, exercises in different kinds of composition.
3 Lect Hrs 3 Credits
College II Staff

Span 215 Intensive Intermediate Spanish
A continuation of Spanish 115 for those who wish to do a full year of intermediate Spanish in one semester. Students who have passed Spanish 115 will have priority, but the course may be taken by anyone eligible for Spanish 203 if there is room.
8 Lect Hrs 8 Credits
Staff

Span 221-222 The Hispanic Character as Portrayed in Literature
Reading in Spanish and Spanish-American literature illustrating the Spanish character and its interaction with indigenous or Creole cultures of Spanish America. A third-year course for non-majors not interested in advanced conversation.
Prerequisite: Spanish 204 or equivalent.
3 Lect Hrs 3 Credits
College II Staff

Span 231 Introduction to Spanish Culture
Selected readings in the culture of Spain — history, geography, art, folklore. Discussions and papers based on the readings.
3 Lect Hrs 3 Credits
Staff

Span 232 Introduction to Spanish-American Culture
Selected readings in the culture of Spanish America — history, geography, art, folklore. Discussions and papers based on the readings.
3 Lect Hrs 3 Credits
Staff

Span 251-252 Hispanic Literature in Translation
Introduction to the best in literature from Spain and Spanish America. Knowledge of Spanish not required. This course meets the second year university language requirement. Equivalent to Spanish 263, 264 Hispanic Masterpieces in Translation in College II.
3 Lect Hrs 4 Credits
College I Staff

Span 256 Modern Spanish-American Literature in Translation
Works of some of the outstanding Spanish-American writers of the 19th and of the 20th century. No knowledge of Spanish required.
Prerequisite: 1 Sophomore English course or permission of instructor.
3 Lect Hrs 4 Credits
College I Staff

Span 263 Hispanic Masterpieces in Translation
Major literary works of Spain and Spanish America. No knowledge of Spanish required. Not open to Spanish majors. This course meets the second year university language requirement.
3 Lect Hrs 4 Credits
College II Staff

Span 264 Hispanic Masterpieces in Translation
Major literary works of Spain and Spanish America. No knowledge of Spanish required. Not open to Spanish majors. This course meets the second year university language requirement.
3 Lect Hrs 4 Credits
College II Staff

Span 303-304 Advanced Conversation
Development of oral fluency. Discussions in Spanish of readings from newspapers and periodicals as well as taped radio programs and other materials dealing with current affairs and attitudes of the Hispanic world. Not open to native-speakers of Spanish.
Prerequisite: Spanish 204 or equivalent.
3 Lect Hrs 3 Credits
College II Staff

Span 305 Advanced Composition
This course will be devoted to developing the students' ability to express themselves in good written Spanish. Primarily for non-native speakers, but native speakers may be admitted with permission of their advisors.
Prerequisite: Spanish 204 or equivalent.
3 Lect Hrs 3 Credits
College II Staff

Span 307 Language Arts
Introduction to applied linguistics and detailed study of Spanish phonology, morphology and syntax. Special attention to the mechanisms of interference in English-speaking learners of Spanish.
Prerequisite: Spanish 204 or equivalent.
3 Lect Hrs 3 Credits
College II Staff

Span 308 Literary Arts
Introduction to literary studies, textual analysis of representative selections from major literary movements and periods, using the terminology of literary criticism and the perspectives of literary history. Practice in literary analysis.
Prerequisite: Spanish 204 or equivalanet.
3 Lect Hrs 3 Credits
College II Staff

Span 311 Advanced Spanish Conversation
Open only to non-Spanish speaking students. Practice in conversation on literary and cultural subjects with a view to building a basic vocabulary and fluency. Equivalent to Spanish 305 Advanced Composition in College II.
Prerequisite: Spanish 222 or equivalent.
3 Lect Hrs 3 Credits
College I Staff

Span 312 Advanced Spanish Composition
Open only to non-Spanish speaking students. Intensive review of grammar, exercises in literary and cultural composition. Techniques in writing. Equivalent to Spanish 303, 304 Advanced Conversation in College II.
Prerequisite: Spanish 222 or equivalent.
3 Lect Hrs 3 Credits
College I Staff

Span 313 Advanced Spanish Grammar
An intensive study of Spanish grammar. Emphasis on written exercises, themes, and papers.
3 Lect Hrs 3 Credits
College I Staff

Span 321 Spanish Poetry from its Origin to 1900 — I
Poetry of the Middle Ages and the period of the Catholic kings.
Prerequisite: Literary Arts, may be taken concurrently.
3 Lect Hrs 3 Credits
College II Staff

Span 322 Spanish Poetry from its Origins to 1900 — II
Poetry of the Renaissance, the Baroque era, Neoclassicism, and Romanticism.
Prerequisite: Literary Arts, may be taken concurrently.
3 Lect Hrs 3 Credits
College II Staff

Span 330 Spanish Civilization
Studies in Spanish history, thought and the arts as a background for literature.
Prerequisite: Intermediate Spanish or equivalent.
3 Lect Hrs 3 Credits
Staff

Span 331 Survey of Spanish Literature
Literary evolution in Spain since the Middle Ages to the Golden Age. Introduction to main genres and works. Written and oral reports required.
3 Lect Hrs 3 Credits
College I Staff

Span 332 Survey of Spanish Literature
Literary evolution of Spain from the Golden Age to the present. Introduction to main genres and works. Written and oral reports required.
3 Lect Hrs 3 Credits
College I Staff

Span 338 Survey of Spanish-American Literature
Literature of Spanish America from the colonial period to the 19th century. A study of the main works against the background of historical events, social pressures and European literary movements.
3 Lect Hrs 3 Credits
College I Staff

Span 339 Survey of Spanish-American Literature
Literature of Spanish America from the 19th century to the present. A study of the main works against the background of historical events, social pressures and European literary movements.
3 Lect Hrs 3 Credits
College 1 Staff

Span 341 (I), 342 (II) The Spanish Novel from its Origins to the Early 20th Century
Selections from early novels (chivalry, pastoral), *la Celestina, Lazarillo de Tormes*, some of the *Novelas Ejemplares*, plus masterpieces from the nineteenth and early twentieth centuries.
Prerequisite: Literary Arts (Spanish 308) — may be taken concurrently.
3 Lect Hrs 3 Credits
Staff

Span 351 Spanish Literature before 1500
Readings from *El Cid* through the *Celestina*, including such works as *Libro de Buen Amor, El Conde Luncanor, Romances*, and the poetry of Jorge Manrique and others.
3 Lect Hrs 3 Credits
Staff

Span 361 (I), 362 (II) The Spanish Theatre from its Origins to the Present Day
First semester: From its origins to 1700. Second semester: The eighteenth, nineteenth and twentieth centuries.
Prerequisite: Literary Arts (Spanish 308) — may be taken concurrently.
3 Lect Hrs 3 Credits
Staff

Span 371 Poetry of the Golden Age
Selections from Garcilaso, Herrera, Fray Luis de Leon, San Juan de La Cruz, Lope de Vega, Gongora, Quevedo.
3 Lect Hrs 3 Credits
College I Staff

Span 373 Golden Age Novel
Selections from various forms of the Spanish novel such as picaresque, pastoral and Moorish.
3 Lect Hrs 3 Credits
Staff

Span 375 Golden Age Theatre
Outstanding dramatists of the 16th and 17th centuries. Lope de Vega, Mira de Amuesca, Tirso de Molina, Ruiz de Alarcon, Calderon de la Barca.
3 Lect Hrs 3 Credits
College I Staff

Span 383 Women in Spanish Literature
The changing image of women throughout the centuries.
Prerequisite: Literary Arts Spanish 308.
3 Lect Hrs 3 Credits
College II Staff

Span 390 Cervantes
An analytical study of Don Quixote. Equivalent to Spanish 403 Don Quixote in College II.
3 Lect Hrs 3 Credits
College I Staff

Span 393 Spanish American Colonial Literature
A survey of the literature of the Spanish colonies. Focusing on its outstanding figures — Inca Garcilaso, Juana Ines de la Cruz — as well as the literature of the independence movement.
3 Lect Hrs 3 Credits
College I Staff

Span 395 Spanish Romanticism
A study of Spanish literature from 1814 to 1850. Concentration on Larra, Espronceda, Zorilla, Rivas and Bequer.
3 Lect Hrs 3 Credits
College I Staff

Span 397 Spanish Realism
A study of Spanish literature from 1850 to 1898. Special attention to Perez Galdos, Valera and Clarin.
3 Lect Hrs 3 Credits
College I Staff

Span 403 Don Quixote
A critical analysis of Spain's greatest masterpiece. Equivalent to Spanish 390 in College I.
Prerequisite: Literary Arts or instructor's permission.
3 Lect Hrs 3 Credits
College II Staff

Span 407 The Generation of 1898
First semester, Ganivet, Unamuno, Valle-Inclan, Baroja, Azorin, Machado, Miro, Perez de Ayala.
Prerequisite: Spanish 308 or instructor's permission.
3 Lect Hrs 3 Credits
College II Staff

Span 408 The Generation of 1898
Second semester, Ganivet, Unamuno, Valle-Inclan, Azorin, Machado, Miro, Perez de Ayala, Ortega.
Prerequisite: Spanish 308 or instructor's permission.
3 Lect Hrs 3 Credits
College II Staff

Span 410 Galdos
Selected works of Spain's greatest modern novelist.
3 Lect Hrs 3 Credits
Staff

Span 412 19th Century Spanish-American Literature
A study of the romantic and realistic literature in Spanish America with emphasis on the Gaucho literature.
3 Lect Hrs 3 Credits
College I Staff

Span 430 The Generation of 1898
Selections from Ganivet, Unamuno, Valle Inclan, Baroja, Azorin, Machado and Benavente.
3 Lect Hrs 3 Credits
College I Staff

Span 431 20th Century Spanish Fiction
Selected readings from the major novelists and short story writers of the 20th century after the generation of 1898.
3 Lect Hrs 3 Credits
Staff

Span 433 20th Century Spanish Poetry
Selected readings from Juan Roman Jimenez, the poets of the generation of 1927, and the post war generation.
3 Lect Hrs 3 Credits
Staff

Span 436 20th Century Spanish Theatre
Selected readings of the major dramatists of the 20th century after the generation of 1898.
3 Lect Hrs 3 Credits
Staff

Span 439 Twentieth Century Spanish Essay
Spanish philosophic, historic and literary essay after the generation of 1898. A study of such writers as Ortega Y Gasset, Menendez Pelayo, Maranon, Castro.
3 Lect Hrs 3 Credits
Staff

Span 450 Modernism
The Spanish American modernist movement with attention to poetry and prose, Marti, Dario, Lugones, Larreta.
3 Lect Hrs 3 Credits
Staff

Span 451 Ruben Dario
A study of the greatest Spanish-American poet and his influence in the Hispanic world.
3 Lect Hrs 3 Credits
College I Staff

Span 453 Modern Spanish-American Novel
Development of the modern Spanish-American novel during the post-modernism period with special attention to the novel of the Mexican revolution and the Criollosta novel. Authors such as Azuela, Gallegos, Rivera are studied.
3 Lect Hrs 3 Credits
Staff

Span 454 Modern Spanish-American Novel
Development of the modern Spanish-American novel since the vanguard movement to present. A study of Borges, Austurias, Sabato, Cortazar, Garcia Marquez and others.
3 Lect Hrs 3 Credits
College I Staff

Span 456 Contemporary Spanish-American Poetry
Selections of Spanish-American poetry from modernism to the present. Mistral, Neruda, Negro poetry, Paz.
3 Lect Hrs 3 Credits
Staff

Span 459 Spanish-American Essay
Selected readings from the works of the major essayists of the 19th and 20th centuries.
3 Lect Hrs 3 Credits
Staff

Span 461 The Post Civil War Spanish Novel
The impact of the Spanish Civil War of 1936 in the novel. The post-war novelists in Spain and in exile, Sender, F. Ayala, Max Aub, Cela, Laforet, Delibes, Mat Te, Luis Martin Santos, Goytisolo.
Prerequisite: Spanish 308.
3 Lect Hrs 3 Credits
College II Staff

Span 478-479 Independent Study
Intended for students who want to write an honors thesis or to study a subject with special emphasis. It can be taken only once.
3 Lect Hrs 3 Credits
College I Staff

Span 480-481 Studies in Spanish Literature
Special topics or individual authors, topics vary from year to year.
3 Lect Hrs 3 Credits
Staff

Span 482 Studies in Hispanic Literature
Special topics to be announced each time the course is offered. Examples — the modern essay, the Spanish-American novel, the Don Juan theme, black writers and themes, etc.
Prerequisite: Spanish 308.
3 Lect Hrs 3 Credits
Staff

Span 483 Special Themes in Spanish-American Literature
Intensive study of one specific theme, such as revolution, the exploitation of the Indian, or the urban scene. Course content will vary each semester, and will be announced during pre-registration periods.
Prerequisite: Spanish 308 or permission of instructor.
3 Lect Hrs 3 Credits
College II Staff

Span 485 Senior Seminar
Guided research projects in Spanish or Spanish-American literature. Recommended for language majors who plan to do graduate work, and for those who plan to write an Honors Thesis. Required of literature majors.
Prerequisite: Senior standing or permission of the department.
3 Lect Hrs 3 Credits
College II Staff

Span 499 Honors Thesis
A paper written in conjunction with the senior seminar, and supervised by a member of the Spanish department faculty.
Prerequisite: Senior Seminar.
3 Lect Hrs 3 Credits

Span 586 Methods and Practice Teaching of Spanish in Secondary Schools
The issues, principles and methods of secondary school Spanish teaching. Supervision and critique of practice teaching. — 3 Credits toward Spanish major.
Prerequisite: 6 hours of education courses and admission to Teacher Cerfitication Program.3 Lect Hrs, 20
3 Lect Hrs, 20 Lab Hrs - Practice Teaching
9 Credits
Staff

HISPANIC STUDIES

HSPSTD 462 Bilingual Education
History, problems and methods. A frank discussion with students interested in bilingual educational program. This course is in no way to be regarded as a substitute for the TCP.
3 Lect Hrs 3 Credits
College I Staff

HSPSTD 465 Hispanic Culture in the USA
A study of the hispanic contributions to the USA, Spanish, Mexican, Antillean.
3 Lect Hrs 3 Credits
College I Staff

HSPSTD 467 The Caribbean
History and culture of the Caribbean with special attention to Puerto Rico.
3 Lect Hrs 3 Credits
College I Staff

HSPSTD 469 Antillean Intellectual History and Thought
Antillean problems viewed by outstanding essayist's of the region.
3 Lect Hrs 3 Credits
College I Staff

THEATRE ARTS

COLLEGE II

Robert R. Evans, Ph.D., Associate Professor of Theatre Arts and Chairman; Louis E. Roberts, Ph.D., Associate Professor of Theatre Arts; William Roberts C.F.A., Associate Professor of Theatre Arts; Barbara G. Ausubel, M.F.A., Visiting Lecturer in Theatre Arts; Sidney Bennett, M.F.A., Part-time Lecturer in Theatre Arts; Jeannie Lindheim, M.A., Part-time Lecturer in Theatre Arts; Daniel Owens, B.A., Visiting Lecturer in Theatre Arts; Stirling Beath, Visiting Lecturer in Theatre Arts.

GRADUATION REQUIREMENTS

Courses in the Theatre Arts are offered at three levels: Introductory, Intermediate, and Advanced. Introductory Courses require no prerequisites and are directed to the student body as a whole. Intermediate Courses are workshops, courses in drama taught by other Departments of the University, and introductions to special areas of inquiry intended to provide basic knowledge of the field. Advanced courses are given in the more specialized areas of theatre arts.

Summary of Requirements for Majors: Theatre 111, Theatre 123, Theatre 235, Theatre 236; four courses offered by other Departments in drama; two workshops; two Advanced Courses.

Thr Art 111 Traditions of Western Drama
The intents, designs, and techniques of the drama of the Western world, from the classic Greek to the contemporary European and American theatre. Emphasis on the cultural environment of each of the major periods and locales of the drama and the relation of the theatre to its public.
3 Lect Hrs 4 Credits
Mr. Roberts and Mr. Evans

Thr Art 121 The Styles and Techniques of Comedy
The comic form, emphasizing different styles, techniques, motivations and degrees of effectiveness of various exemplary comic playwrights, especially in their relation to their audiences, actors, and theatre archetecture.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Mr. Beath

Thr Art 122 The Styles and Techniques of Tragedy
The evolution of the tragic form, emphasizing different styles, techniques, motivations and degrees of effectiveness of various exemplary tragic playwrights, especially in relation to their audience, actors, and theatre architecture.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Mr. Evans and Mr. Roberts

Thr Art 123 Stagecraft I
Introduction to theatrical production design considerations, theatre facilities, materials, scenery, lighting, sound, properties and costumes.
3 Lab Hrs 3 Credits
Mr. Bennett

Thr Art 125 Speech and Movement
Basics of voice training, diction improvement, use and development of effective gestures and movement for the stage, through intensive exercises and the keeping of a journal by each student.
6 Lab Hrs 3 Credits
Ms. Lindheim and Mr. Beath

Thr Art 212 Theatre of Social Protest
An historical survey of the use of the theatre to challenge the values of society. The techniques of stagecraft used in different periods to reveal conflict in society, dramatize contemporary issues, and influence public opinion.
Prerequisite: Sophomore standing.
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 213 American Theatre Before O'Neill
A survey of American drama from before the revolution until the advent of O'Neill on Broadway in 1920. Emphasis will be placed upon the relation of the individual plays to American theatrical, political, and social history. 3 Hours.
Prerequisite: Sophomore standing.
3 Lect Hrs 3 Credits
Mr. Evans and Mr. Roberts

Thr Art 214 The American Theatre Since Eugene O'Neill
The rise and decline of the great period in American playwriting and production. Emphasis on the Broadway theatre as a mirror-image of the ideas and events of American contemporary history since World War I.
Prerequisite: Sophomore standing.
3 Lect Hrs 3 Credits
Mr. Evans

Thr Art 215 Mid-Twentieth Century Drama
The ideas, values, and technique of the contemporary theatre as reflected in stage production.
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 220 Black Theatre in America
An exploration of the rich and complex history of black theatre from its beginnings to the present, as related to and reflective of American society and extension of historical understanding of the relation of theatre to society, and a study of an artistic tradition greatly influencing American theatre practices.
3 Lect Hrs 3 Credits
Staff

Thr Art 223 Stagecraft II
A study of types of movement of scenery, organization of production procedures, examination of types of producing organizations, budgets, laboratory work in actual department production.
Prerequisite: Stagecraft I.
4 Lab Hrs 3 Credits
Mr. Bennett

Thr Art 224-225 Play Production I, II
A study of the process producing a play — play selection, script analysis, design process, scheduling, organization of production elements, rehearsals, performance, budgets, and producing organizations.
3 Lect Hrs 3 Credits
Mr. Bennett

Thr Art 231 Workshop in Classical Drama
Correlating selected texts of Greek or Roman drama with classical theories and methods of production. A survey of the production history of a work to be performed to observe how different ages have reflected themselves in classical drama. Students prepare director's notebooks.
Prerequisite: Permission of instructor.
3 Hrs 3 Credits
Mr. Roberts and Mr. Evans

Thr Art 232 Workshop in Modern Drama
The texts of one or more plays written between 1870 and the present in preparation for performance. Attention to the playwright and his age, and to the various styles in which the work has been performed. Students participate in all aspects of course productions prepared for the university community.
Prerequisite: Permission of instructor.
3 Hrs 3 Credits
Mr. Evans and Mr. Roberts

Thr Art 233 Workshop in Nineteenth Century Drama
The connection between the text of a play and the work as performance, with attention to the playwright and his age and to the production history of works performed. Written work may include a director's notebook and program notes. Students participate in one or more productions presented to the university community.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 234 New Theatre Strategies
Works in a new direction in theatre such as the evolution of a theatre piece from a theme or group of themes rather than a script. Students will be involved in all areas of the collective process of formulating drama from the interaction of a group, structured and directed by the instructor.
2 Lect Hrs, 2 Lab Hrs 3 Credits
Staff

Thr Art 235 Introduction to Directing I
The understanding of dramatic form required in directing. A survey of theories of production and the director's function. A study of artistic creation fusing the spoken word, movement, gesture, sound, light, color, fabric, design and architecture.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 236 Introduction to Acting I
Dramatic form required in acting. A survey of various styles — Greek, Commedia, Elizabethan, Romantic, and Realistic — and the actor's function. Emphasis on recently evolved methods of acting and on the preparation of scenes in class.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Evans and Mr. Beath

Thr Art 251 Playwriting I
Writing for the theatre, including examination of model one-act and three-act plays by major contemporary writers, selected readings on the craft of playwriting, and completion of an original play begun in class.
Prerequisite: Sophomore standing.
3 Lect Hrs 3 Credits
Mr. Evans, Mr. Owens

Thr Art 260 Introduction to Scene Design
Theatre as an art form in cultural and popular expression — function of the designer, application of elementary scenery as given in stage-craft classes, methods of pictorial representation.
Prerequisite: Permission of instructor.
1 Lect Hr, 3 Lab Hrs 3 Credits
Mr. William Roberts

Thr Art 261 Introduction to Costume Design
Incorporating history of fashion, costume design, theoretical approach to designing costumes for the theatre and film.
3 Lect Hrs 3 Credits
Mr. William Roberts

Thr Art 300 Seminar in the Scenic Imagination
The creative principles of stage production, based on an analysis of the playscript in its relation to the stage, action, setting, costumes and lighting. Study of scenic metaphor and a review of the historic forms of staging, with emphasis on the modern styles from naturalism to absurdism and epic theatre.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Thr Art 301 Seminar in Contemporary American Playwrights
Analysis of the art of a major living writer of the American stage, the history of his plays and their production, critical response contribution of his drama to the American theatre and society. In most cases students will consult with the playwright and or those who have worked with him.
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 335 Introduction to Directing II
Advanced work in directing, including the mounting of scenes and one-act plays.
Prerequisite: Introduction to Directing I.
3 Lect Hrs 3 Credits
Mr. Evans, Ms. Ausubel

Thr Art 336 Introduction to Acting II
Advanced work in acting, including the mounting of scenes and one-act plays.
Prerequisite: Introduction to Acting I
3 Lect Hrs 3 Credits
Mr. Roberts, Ms. Lindheim

Thr Art 351 Playwriting II
Writing for the theatre, with emphasis on the three-act form, including the construction of a scenario and completion of a draft of an original three-act play.
Prerequisite: Playwriting I.
3 Lect Hrs 3 Credits
Mr. Roberts, Mr. Evans, Mr. Owens

Thr Art 360 Design II
Physical characteristics of the assigned play, together with its characters — tragic, lyric, comic, etc., to be embodied in theatrical terms. Finished sketches of eight to ten scenes painted per semester. The expressive stage environment. 1 hour lecture, 2 hours laboratory.
Prerequisite: Design I or permission of instructor.
1 Lect Hrs, 2 Lab Hrs 3 Credits
Mr. William Roberts

Thr Art 404 Advanced Directing
This course emphasizes the process of directing and tests the students' understanding of directing theory and technique under workshop conditions.
Prerequisite: Theatre Arts 235.
2 Lect Hrs, 2 Lab Hrs,
Individual Lab Hrs by Arrangement 3 Credits

Thr Art 406 Advanced Acting
Advanced acting course working on characterization, style of acting and scene study.
Prerequisite: Permission of instructor.
4 Hrs 3 Credits

Thr Art 478 Independent Study
Open only to a very limited number of students in any one semester. Research, study, and participation in theater projects outside the classroom in consultation with a faculty adviser. A written prospectus is required of applicants.
Prerequisite: Permission of instructor and department chairman.
Weekly Conferences 3 Credits
Staff

Thr Art 481-A Children's Theatre
Course designed to help children/adults use their bodies and imagination, with emphasis on improvisational skills, sensitivity exercises, puppet construction, dance and theatre techniques. Students will teach or help lead drama classes.
3 Lect Hrs 3 Credits
Ms. Ausubel

Thr Art 481-B 20th Cent. Italian Playwrights
Interdisciplinary course with stress upon the interdependence and contrasts in the art of the playwright and the art of the theatre. Theory vs. practical application. The play as conceived and written vs. the play as produced, in the context of the dramatic literature of pre- and post-existentialist Italian playwrights such as Pirandello, Betti and De Filippo.
3 Credits
Prof. Kabat and Prof. Roberts

Thr Art 481-C Elizabethan Stage
An analysis of the dependence of Elizabethan and Jacobean drama upon the specific architecture, customs, structures, and dynamics of the Elizabethan Theatre, with special emphasis to be placed upon the imagination and techniques of playwrights Marlowe, Shakespeare, and Ben Jonson. Limited to 20 students. *Prerequisite:* Permission of Instructor.
3 Credits
Prof. R. R. Evans

Thr Art 481-D Zen and Noh Theatre
Course will include reading and discussion of Zen and Noh texts, and chanting and possible performance of Noh plays.
3 Credits
Mr. Kuniyoshi Munakata

Thr Art 481-E Women in Theatre
Course explores contributions of women to theatre — as dramatists, actresses, and in other capacities — from the beginning of drama to the present day. Emphasis will be placed on women playwrights and plays will be studied primarily through readings, acting of scenes, and designing of productions. Historical perspective of women in theatre will be provided by lectures and oral reports. Opportunities for women in present day theatre will be explored through informal talks with professional women from the Boston theatre community.
3 Lect Hrs 3 Credits
Staff

COLLEGE III

I. CULTURAL STUDIES

Boston's Black Community
Mr. Rushing

History and Culture: An Introduction
This will be an introductory course focusing on the relationship of history to the study of culture. It will introduce history as a discipline — its goals, methodologies, strengths and weaknesses — and introduce the concept of culture and its relationship to the understanding of the human condition.
Mr. Rosenbaum

The Notion of Culture
The course will aid the student in developing a clear notion of what culture is and does and will assist the student in examining the ways in which culture studies might be of use in the career area of her/his choice.
Mr. Chavous, Mr. Foster, Mr. Rosenbaum

Shakespeare's King Lear: The Art of Old Age
In this course, we will read thoroughly and slowly one of Shakespeare's most important tragedies. The play has numerous themes which are of interest to College III students: the different ways members of a family define their love for and duty to each other; the truthful revelations of people who "go mad," the problems of human greed and most significant — the magnificence and terror of old age. We will spend most time thinking and talking about old age, and reading several short stories and essays on the subject. We will see at least two films in which the main figure is an old man — *Wild Strawberries*, by Swedish director Ingmar Bergman, and *Ikiru*, by the Japanese director Kurosawa. If it can be arranged, there will also be a showing of a movie of *King Lear*. From time to time, people who work with the aged will give lectures in class.
Ms. Hoffman

The Melting Pot?: A Historical View of the Peopling of the United States
There will be a two fold approach. First, an attempt will be made to sketch in the broad outlines of the historic patterns of immigration to the U.S., addressing such issues as: origins of immigrants, their reason for migrating, ports of entry, 1st and 2nd generation experiences, and, the national attitudes towards immigrants — who was desirable?, why were immigrants admitted?, and what was expected of them? Secondly, several specific immigrant groups, at relatively specified periods in history, will be examined in more detail, using the same set of questions.
Mr. Rosenbaum

The Masks? Themes of Role & Identity in Literature
This course will deal with a series of books which take as their concern human roles and human identity. We will be using the literature to examine the relationships between role and identity and the appropriate/inappropriate ways in which we put on masks.
Mr. Greene

Making It: Ideas of Success in American Literature
In this course, using largely American literature written from the First World War to the present, we will attempt to define the central American idea of Success as it was formulated in the twenties, and as it is today. Our goals will be the following: (1) to read, discuss, and understand a variety of American writers, some well known, others out of the mainstream; (2) to examine and clarify our own personal relation to the idea of success; and (3) to define the effects of the idea of success on a variety of Americans. Our intention will be not only to observe the person who America names A Success, but to answer such questions as: to whom is Success available in America: what is the effect of the myth of Success on those unable to attain it? what are alternative ideas of Success as they appear in the culture of people out of the mainstream of America? and finally, who or what is responsible for creating our contemporary ideas of Success?
Ms. Hoffman

Comparative Urban Cultures
An examination of several cultures within an urban context. An intensive look at Italian-American, Afro-American, and one other culture in terms of myths, values, and practices concerning conflict, collaboration, change, continuity and justice.
Mr. Foster

II. ESSENTIAL SKILLS

Workshop in Reading

Reading
Ms. Ireland

Writing in Legal Education
Mr. Rubin

Writing in Housing and Community Development
Mr. Greene

Writing for Non-writers
Ms. Rosenmeier

Writing in Human Growth and Development
Ms. Rosenmeier

Writing Workshop in Cultural Studies
Mr. Greene

Algebra
Mr. Wachs

Algebra Workshops
Ms. Horowitz

Business Math
Ms. Horowitz

Elementary Statistics
The goals are to learn the basic concepts of statistics, and at the same time to review arithmetic skills. Both of these goals are to be met within the context of the students' areas of interest — work or study.
Mr. Strange, Ms. Horowitz

Statistics
Mr. Kaouk, Ms. Horowitz

Thinking Straight
Mr. Rubin

III. HOUSING & COMMUNITY DEVELOPMENT

Community Economic Analysis
Mr. Brown

Housing Advocacy Research Seminar
Mr. Stone

The Housing System
To develop an understanding of the housing system in the United States, the private roles in the system and some of its achievements and failures. The institution of home ownership, the residential building process, the utilization of the existing housing stock and the operation of housing markets will be emphasized.

Public Housing
The course is designed to give the student an understanding of the public housing program, as the environment in which the housing manager functions. The history of public housing, discussed in the context of social and economic conditions, will be reviewed through examination of federal housing acts. Chapter 121B of the Mass. General Laws will be used as the basis for examination of a local housing authority, Boards of Commissioners, relationships of the LHA to local government and federal and state housing agencies. Both the state and federal conventional housing programs will be studied, in terms of financing, regulations, and operations. The role of the housing manager in various sized LHAs will be discussed and analyzed, in terms of relationships and functional responsibilities.
Mr. Werby

Human Needs and the Housing Environment
To develop in students the ability to understand and analyze housing from the resident's perspective, including the ability to evaluate one's own experiences of housing and to sympathetically analyze the housing experiences of people very different from oneself.
Mr. Stone

Professional Housing Seminar
To explore in depth the problems and possibilities which exist in management, from architectural conception through day to day management situations, with students who are presently involved in the management of housing. The humane goals of good management will be explored. A competence will be developed in dealing with the economics of management. The course will relate the student's practical experience to the theoretical goals of management. Emphasis will be placed on the economic context in which management is carried out, the effective administration of management, the expectations of tenants individually and in organizations, of developers, investors, and regulatory agencies.
Ms. Blackman

The Developer's Role
To understand the perspectives of the housing developer and the developer's function in housing production and operation, and the relationship of the developer's activities to public programs; further, to develop research and analytical skills related to housing development.
Mr. Whittlesey

Seminar for Professional Management Role
To explore in depth the problems and possibilities which exist in management, from architectural conception through day to day management situations, with students who are presently involved in the management of housing. The humane goals of good management will be explored. A competence will be developed in dealing with the economics of management. The course will relate the student's practical experience to the theoretical goals of management. Emphasis will be placed on the economic context in which management is carried out, the effective administration of management, the expectations of tenants individually and in organizations, of developers, investors, and regulatory agencies.
Ms. Blackman

IV. HUMAN GROWTH & DEVELOPMENT

How to Use Literature as a Resource for Writing Competencies in Growth and Development
Ms. Alonso

Introduction to Growth and Development
To enable students to identify essential concepts, theories and techniques basic to the Growth and Development Certificate.
Staff

Scientific Method and Research
To be able to complete Competency I of the Scientific Methods and Research part of Growth and Development Certificate. In order to assess any new theory or technique for working with people, it is necessary to understand the "rules of evidence" for evaluating an approach.
Ms. Gassner

Practicum in Early Child Care
To refine students' understandings of the social and emotional needs of young children in the group day care setting.
Ms. Kroin

Preschool Problem Behavior
To increase the ability of people working with young children to understand and successfully intervene in problems that children evidence.
Ms. Monjan

The Child in its Family
To learn methods for diagnosing patterns of family interaction. Developing concepts and observational skills for assessing the impact of different family constellations upon the child's behavior. To describe families and their complications in order to understand the social behavior of the child in the nursery or day care setting.
Mr. Solomon

Curriculum Materials
To familiarize the student with different aspects of the curriculum and the variety of materials and resources available in a preschool setting. To enable the student to evaluate classroom situations so that they can encourage children to explore and learn from their environment to the fullest extent possible.
Ms. Kelley

Child Development Theory and Implications for the Caretaking Environment
To account for behavior of children to age 6, in light of developmental theory (social-emotional, cognitive, and moral); to plan optimal caretaking environments for normal children and those with special needs.

Ms. Kroin

Behavior Modification: Its Application and Use With the Mentally Retarted
To explore: (1) the theories of learning on which behavior modification is based, (2) the principles and application of behavior modification, (3) the ethical issues relevant to the use of behavior modification among the mentally retarded.

Ms. Jacobs

Adolescent Development
To be able to analyze normal development and behavior problems of adolescents.

Mr. Conn

Psychosocial & Sexual Health
To provide students with the opportunity to explore such topics as anatomy and physiology, birth and parenthood, family planning, abortion, alternative life styles, from various vantage points. The course will combine the goals of investigating the literature of the topics and of examining one's own attitudes and feelings towards the topics.

Ms. Jacobs

An Introduction to Community Mental Health
To develop a definition of community mental health. To briefly examine each of the essential services of community mental health (outpatient, inpatient, partial hospitalization, education and consultation, research and evaluation). To provide an organizational framework of the mental health system as a guide for investigating programs, locating resources and for making referrals.

Ms. Jacobs

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Ms. Jacobs

Mental Health Delivery Systems — Analysis of Organization Structure
Students will learn to analyze organization structure in terms of power and communication and learn to plan for organization change. In order to reach an understanding of mental health delivery systems both organization structure and planned social change will be explored.

Ms. Jacobs

Principles of Assessment
To familiarize the student with the underlying principles of measurement theory including both knowledge of test construction and use. Knowledge of these principles is necessary for anyone who uses test results of any sort in decision making processes.

Ms. Monjan

Interviewing Techniques in Working with Families
To communicate with families as clients so as to elicit relevant information and feelings relative to the history and current status of a problems, and to convey these accurately to one's colleagues.

Ms. Kroin

Working with Parents
This unit is designed to enable students at an elementary level to: (1) conceptualize the complaints which parents seek advice about in relation to their preschool aged children and (2) learn strategies for applying this knowledge in situations where parents seek advice from child care workers.

Ms. Gassner

Family, School and Community Relations
This course is designed to provide students with skills necessary to enhance the emotional experiences of children and families in day care and to make the day care center more meaningful as an agency within the community it serves. Students will learn to understand the human needs of persons using day care and to communicate their understandings. They will learn to be more aware of their own feelings and responses in interacting with children and adults. The central question to be dealt with is: how do we structure relationships with children and families to maximize the emotional strengths and individuality of each one, yet encourage communality and mutuality? This question is to be considered with reference to the classroom itself, to the day care center as an agency, and to community needs.

Ms. Kroin

INDIVIDUAL & SOCIETY

Individual Against Society: Literature as Protest

Ms. Hoffman

Basic Interviewing Techniques
To develop practical skills in interviewing techniques. Skills will be generic in nature, i.e. they will apply to many different types of interviewing such as the basic helping interview, the agency interview or the more general factual interview. This course will stress interviewing at the basic level. It will not focus on the diagnostic or psychiatric interview. To cover the following issues in the interviewing process: establishing initial rapport, contract setting, the art of questioning, the process of listening, note taking and observing non-verbal behavior.

Ms. Hiss

The Person in the Organization
To develop a greater understanding of the concepts of influence, power, internal control, and conflict resolution in the data generated from the group itself and from one's own field and life experiences, including that of College III, emphasis will be on developing problem solving skills in integrating individual goals with organizational goals and in influencing one's own environment.

Mr. Wittes

Interpersonal Communication: Talking Straight
To become familiar with the ways in which people communicate with one another. To develop an understanding of the factors which help or hinder saying what we mean or hearing what someone has said. To apply this knowledge to the exchange of ideas, experiences, and feeling with others in an attempt to make these exchanges more clear.

Ms. Klinger

"Whose Image?" The Image of Black and White Women in the 20th Century
To enable students to become familiar with the range of images black and white women have had in this society, as shown in literature and life; to assess the power to these images in individual and social life; to assess transformations in images as they relate to assumptions about the meaning of sex-roles in human life.

Ms. Alonso

Techniques of Learning Assessment for Certification and Educational Development
To enable participants to identify their interests, strengths and learning patterns; to understand and participate in group learning situations; to assess their skills and knowledge; to prepare themselves for certification.

Ms. Armstrong

Selected 20th Century Fiction: Individual Perspectives on Reality
To enable students to understand different experiences of reality on both a conceptual and an experiential level and to be able to express this understanding. To enable students to develop increased competence in readings, discussion, language awareness and writing. To enable students to begin to identify and work with the elements often involved in perspectives on — and definitions of — reality, such as, race, sex, class, timeframe, value, emotional situation, etc. and other issues that are key issues in life and in literature.

Ms. Alonso

VI. LEGAL EDUCATION SERVICES

Due Process of Law

Mr. Matz

Legal Research

Ms. Freeman

What Makes a Good Law?
To provide the student with an awareness of some of the ways in which one might argue the merits of legislation. To introduce the student to some of the ways a statute can be evaluated, attempting tc give some meaning to the term "good law". The course will examine in depth one actual statute currently in effect, assessing its many impacts on society, its technical qualities from a legal standpoint, and philosophic basis.

Mr. Matz

The Legal Profession and Paraprofessionals
This course will discuss the history and the present possibilities of paraprofessional careers in law. There will be two particular areas of attention. First, we will look at the needs for legal service best provided by paraprofessionals. Second, we will look at the nature of the legal profession to determine how it can affect the development of paraprofessional careers.

Mr. Matz

The Evolution of Juvenile Courts
To gain an understanding of one modern legal institution on the basis of its own history, and an analytical perspective on its development.

Ms. Freeman

VII. MANAGEMENT & TRANSFORMATION OF INSTITUTIONS

The Administrative Craft

Mr. Hogarty

Municipal Finance: An Introduction

Mr. Slavet

Introduction to the Political Economy: New England and Metropolitan Boston Region

Mr. Krushnic

Management in a Community Agency

Mr. Wilson

Development of Boston Neighborhoods

Mr. Smith

Income Tax Workshop

Mr. Strange

Seminar in Research Methods

Mr. Hart

Massachusetts State Politics
To examine the operation of the political system in Massachusetts at the state level. Our objective is to give the student a vivid picture of who gets *what, when, how* and *why*. We shall focus on the rules of the political game and how these rules provide advantages to certain contestants and disadvantages to others. The players of the game, political parties and the reward system will also be examined.

Mr. Hogarty and Mr. Smith

The Politics of Power
To analyze the process of social change; to consider the process of social change as it is achieved through institutions; to focus on those factors which are most significant in the implementation of social change in institutions; to relate relevant issues in the process of institutional social change to actual case studies.

Mr. Yarmolinsky

Power in American Society
A general and broad examination of the sources and uses of power in contemporary American society and within the context of democratic values and institutions. Topics include the nature of power, the organizational revolution, the warfare state, the social costs and ethics of "free enterprise", the impact of technology, the adequacy of political institutions, the corporation and the corporate system, and political campaign practices.

Mr. Foster

The Practicing Public Manager
Attention will be given to the administrative man as practitioner, both to his working environment and the various ways in which he practices his craft. The course is not guaranteed to make the student a super bureaucrat. Instead, it will acquaint him with the managerial and political skills necessary for effective public management. Varieties of administrative styles will be examined.

Mr. Hogarty

Boston Politics
The first six week course period at CPCS occurs at the same time as the final elections for School Committee and City Council. The basic source material for the course will be the conduct of the campaigns for School Committee and, most importantly, the behavior of the major interest groups vis-a-vis the election — e.g. the Boston Teachers Union, the Chamber of Commerce, and the Legislative Black Caucus. Students will examine the goals of several major interest groups and the expected electoral result. A subsequent six week course will examine the impact of interest group activities or particular ethnic and geographic constituencies.

Mr. Smith

Suburb vs. City
To develop tools for understanding the critical role suburbs play in the political economy of a metropolitan area vis-a-vis the central city and core city areas; to examine various topics including historical perspective, type of suburbs, exclusionary zoning, subdivision regulations, layers of government, strategies for change.

Mr. Taylor

State Government Reorganization
This course will analyze the basic objectives, organization and functions of the state government. It will examine the historical roots of the present structure of state government and proposals for reorganization. Special emphasis will be put on the study of the origins, expectations and consequences of current governmental modernization efforts. How would these modernization plans bring about the systematic changes in existing methods of operation? Will these changes in the structure, organization and procedures of the state bureaucracy solve current performance problems? Are the assumptions and proposed modifications going to bring modern management to state government?

Mr. Toothaker

Deals and Ideals: The History of the Public Welfare System in America
To explore beliefs Americans have held about poverty — its causes and remedies — during the Progressive Era, New Deal, Great Society and the Nixon Era (1900-1973); to explore the relationship between these beliefs and policies creating and regulating the public welfare system; to examine the crucial interest groups and characters battling over welfare policy and to investigate the relationship between their interests, rhetoric and interests; to consider more general observations of the relationship between ideology and policies creating contemporary urban institutions; and to apply skills of documentation and criticism by using newspapers, government documents, public testimony, interviews, field observations and personal experience to address the issues raised by the course.

Mr. Chapman

Organizational Theory and Public Service Bureaucracy
To increase students' abilities to analyze public service bureaucracies and the functioning and behavior of people who work in such settings. To help students act effectively in public service bureaucratic settings. In some cases, depending upon students' experiences this means helping them survive or adjust to new settings and situations.

Mr. Lipsky

Strategies for Social Change
Using the problems faced by blacks in contemporary America as an example, to identify and critique the strategies available for social change.

Mr. Strange

Fund-Raising and Proposal Writing
This course will cover the steps and work involved in developing a funding proposal from the existance of an identified program need to a completed proposal and a fund raising strategy. Each student will develop a proposal, write a finished draft, and prepare a specific strategy for funding. The proposals will then be submitted to funding sources. Students will be expected to consider private as well as public sources of financing.

Mr. Smith

Public Finance of Education
To examine issues of public finance of education with an emphasis on the City of Boston, along with case material from other cities and regions of the country. Issues to be examined include: voucher education; community equalization of per pupil expenditures; metropolitan education; the role of the public and private sector in school finance; and the relationship between educational expenditures and schooling outcomes.

Mr. Hart

Program Management Techniques
This is a basic course on the methods, tools, and principles applied in management of human service programs. The course is designed to introduce the main elements of performance oriented management systems.

Mr. Toothaker

Political Economy of Incomes and Prices
This is the first of two separate courses on how the functioning of the American economy affects individuals, families, and communities. This course will focus mainly on issues related to income. Who gets how much from where and why. Income inequality, poverty, economic discrimination by class, race, and sex. Prices and how people spend their incomes, the cost of living and standards of living. Taxes and income redistribution.
The goal is to provide students with the opportunity to learn some basic economic concepts, terminology, and reasoning, to gain an understanding of the ways in which the economy impacts on people's lives, and to become familiar with sources of economic data, their analysis and use.

Mr. Stone

Children and the Law
The course will deal with the roles of law related professions and institutions dealing with rights and programs for children. Included will be discussions of early childhood development policy (both national and local), juvenile justice problems, and the rights of children in and out of school.

Mr. Edelman

Human Resource Development Planning
Students will be asked to: analyze the relationship between economic growth of health and educational skill development in a small urban community; and prepare a human resource development plan for the community that makes maximum use of human resources in the stimulation of economic development while simultaneously insuring the full development of skills, knowledge and capacities of needy individuals within the labor force.

Mr. Toothaker

Neighborhood Organizing Strategies: An Introductory Course
To introduce students to the range of organizing strategies employed by neighborhood groups and community organizations. Our objective is to train students confronted with organizing problems to assess the options available to a given community, and to evaluate the decisions made after such efforts have been completed.

Mr. Brown and Mr. Smith

MASTER'S DEGREE REQUIREMENTS

1. Thirty graduate credits. Up to six credits of grade B or better may be transferred from other institutions with the consent of the Department. Twenty-one of the 30 credits must be in the major field. If a thesis is offered, six credits must be earned in graduate courses; if a thesis is not offered, 12 credits must be earned in graduate courses. Not more than 10 credits earned by means of a thesis. No credit is valid after six years unless an appeal to the Department is sustained.
2. The thesis and general examination are optional with the school or department, but if required, they shall be under the supervision of a committee recommended by the major department. The Thesis Committee will consist of members of the Faculty at the discretion of the Chairman of the Department, and should be appointed as soon as possible after the student's first graduate registration. As soon as the student arrives on campus, and prior to the appointment of a thesis committee, an Advisor, or Guidance Committee, should be appointed for the student from the members of the Faculty. Once the student has selected his thesis topic, the Guidance Committee may serve as the Thesis Committee, although these two committees are not necessarily the same.

   The Thesis must be approved by the Thesis Committee, the Department Chairman, the Advisor, and those members of the faculty in the major department designated by the Department Chairman to approve the thesis. The general examination (not limited to the thesis topic) is conducted by an examining committee of at least three members of the Faculty. The recommendation of a majority of the members of the examining committee shall be requisite to receiving the degree. If a student offers a thesis, problem courses shall be limited to six credits.
3. All foreign language requirements for the Master's degree are optional with the department.
4. Course credits used by any student for fulfilling the requirements for a Master's degree may not be used by the student for fulfilling the requirements for any other Master's degree at this University.

THE BIOLOGY GRADUATE PROGRAM

Our program is designed with flexibility in order to satisfy the aspirations of those who wish rigorous training leading to a degree of Master of Science in Biology. A special emphasis is placed on training for those who wish to teach.

Each student will be assigned to a three-member advising committee which will consider his training and aspirations and, in consultation with him, establish an appropriate program of study. The program may vary widely with the needs of the student, and the decision of whether or not to require an original thesis of Master's candidates will be made on an individual basis. The student who is to write a thesis may, with proper consultation, select a research advisor who will then become chairman of his advising committee. The advising committee will be responsible for insuring that the candidate for a degree fulfills all requirements of the department and graduate school.

Each graduate student will be assigned space and facilities in the college of the chairman of his advising committee, but graduate instruction will be independent of the collegiate system, and courses in a student's program may be offered in any college. Those students who write an original research thesis will normally do research in the laboratory of the research advisor.

ADMISSION REQUIREMENTS

In addition to the University-wide requirements for admission to graduate school those admitted to the graduate program in biology will have to meet the following requirements: (1) The candidate must submit the results of the verbal and quantitative portions of the Graduate Record Examination. (2) The candidate must normally have a grade point average of 3.0 in all undergraduate science and mathematics courses.

FACILITIES AVAILABLE IN BIOLOGY

The facilities on the campus allow programs in most phases of biology. There are research laboratories for faculty members and graduate students and teaching laboratories for graduate courses. The facilities include all of those normally found in modern laboratories in the biological sciences.

The campus is located on Boston Harbor and therefore one type of marine environment is readily accessible to it. Much of our instruction will be built around the harbor. We also have a field station on Nantucket Island, and through cooperative arrangements we have access to still other types of marine habitats. We will use the city and the harbor as a source of biological material and as a facility for biological studies. Through cooperation of the Waltham Field Station of the University, we have facilities for large plantings of botanical materials. There are a number of other institutions in the area with which we have informal arrangements so that some rather specialized facilities can be made available if they are needed.

COURSE OF STUDY

All 600 level courses are open to both undergraduate and graduate students. See undergraduate listing for 600 level courses.

Many of the courses will be taught as tutorials by teams of faculty members sometimes from different departments. Since some of the courses will vary greatly in context with the needs of the students and the desires of the faculty, some of the courses may be taken for credit more than once. The courses will be offered only upon prior arrangement by the student or his advising committee. Permission of the instructor is required for enrollment in all courses, and it is understood that the student will have the background necessary to handle the subject at the graduate level. In many courses the student will be expected to study from the original research literature in the field.

Biol 702 Plant Physiology
Current developments in plant physiology, morphogenesis and biochemistry.
Prerequisite: Permission of instructor.
3-5 Credits
Staff

Biol 712 Advanced Cell Biology
The analysis of gene transfer and expression at the cellular level, including the nature of metabolic systems and the factors governing their regulation.
Prerequisite: Permission of instructor.
3-5 Credits
Staff

Biol 714 Advanced Cell Chemistry
The methodology of cell analysis, with emphasis on macromolecules and intermediary metabolites.
Prerequisite: Permission of instructor.
3-5 Credits
Staff

Biol 722 Concepts and Methods in Cytology
The structural basis of cellular and subcellular functions, with practical experience in methods of visualizing cellular structure.
Prerequisite: Permission of instructor.
3-5 Credits
Staff

Biol 732 Advanced Evolution
An inquiry into the modern synthetic theory of evolution with emphasis on population genetics, ecological genetics, evolution of dominance, genetic homeostasis, canalization and genetic theory of polymorphism.
Prerequisite: Permission of instructor.
3 Credits
Staff

Biol 742 Behavior and Ecology of Seabirds
Adaptions of seabirds to the marine environment with particular reference to breeding biology and feeding strategies other topics of current interest in behavioral ecology. Lectures or lecture and field work.
Prerequisite: Permission of instructor.
2-5 Credits
Staff

Biol 744 Pollutants in Marine Food Chains
Examination in depth of the entry of selected pollutants into the oceans, their movements, distribution, and effects within marine organisms. Where possible, case-studies from New England will be used.
Prerequisite: Organic Chemistry, Physiology, Ecology and permission of instructor.
2 Credits
Staff

Biol 750 Seminar in Biology
A seminar to develop skills in library research and oral presentation. Each student will have a faculty advisor who will supervise his preparation for the seminars. All students must take at least one semester of this course.
1 Credit
Staff

Biol 752 Educational Concepts in Biology
Alternate forms of course programs and different methods of teaching are considered. Guest speakers, panel discussions and audio-visual material will be part of the course.
Prerequisite: Permission of instructor.
2 Credits
Staff

Biol 770 Concepts in Modern Biology
A field of Biology of current interest is examined in detail.
Prerequisite: Permission of instructor.
2-5 Credits
Staff

Biol 802 Projects in Teaching Biology

The devising of A. Suitable detailed syllabi, B. Laboratory exercises and or C. Audio-visual material for teaching Biology at a selected level or the tutoring of a group of students with special kinds of problems. Students may apply no more than a total of 8 credits in this course and other independent study and research courses, e.g. Biology 900, toward the MS degree.
Prerequisite: Permission of instructor.
2-8 Credits
Staff

Biol 812 Advanced Field Biology
Original research projects will be carried out at the University Nantucket Field Station or elsewhere under the direction of a specific staff member. Nantucket projects will in general be carried out during the first half of the summer, but by arrangement, some work may be accomplished at other times during the year. The project should be planned well in advanced of the time that the field work is to be done. Mainland students who live at the Field Station are responsible for modest expenses.
Prerequisite: Previous experience in Field Biology, substantial background in Biology and related subjects and permission of instructor.
1-6 Credits
Staff

Biol 900 Independent Study
The Masters Thesis or other form of comprehensive report may be used to satisfy requirements of the course. No more than a total of 8 credits of this course and other research or independent study courses — e.g. Biology 802 — may be applied toward a M.S. degree.
2-8 Credits
Staff

THE CHEMISTRY GRADUATE PROGRAM

The candidate is required:

1. To take six one-semester courses of which one is to be in each of the areas of Dynamics, Structure, and Synthesis (3 credits per course),
2. To submit an original contribution (thesis) in chemistry or in a chemistry related field (10 credits maximum),
3. To participate in a seminar program (1 credit per semester)

The elective courses can be selected from course offerings of other Departments in the University subject to approval of the Graduate Committee of the Department.

For graduation the candidate needs 30 graduate credits. Up to six credits of grade B or better may be transferred from other institutions subject to the approval of the Graduate Committee of the Department.

Chem 701 Chemical Dynamics I
Discussions and outside readings in the areas of chemical and physical equilibria and rate processes. Emphasis on thermodynamics from classical and statistical points of view and on chemical reaction mechanisms.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Chem 702 Chemical Dynamics II
Three or four selected topics of interest to students and staff involved. Typical subjects — molecular transport processes and the Kinetic Theory, photochemistry and excitation transfer processes, surface and electrode rate processes, particle collision dynamics and reactivity, irreversible thermodynamics, interaction of radiation and matter, and molecular state transitions.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Chem 711 Chemical Structure I
Structure determination and theory. Three or four molecules of interest to the students and faculty involved are chosen. Based on these molecules, discussions, readings and laboratory exercises attempt to show how a chemist determines each structure and how the structure is understood by modern chemical theory.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Chem 712 Chemical Structure II
In tutorial form. Individual students study advanced structure topics with appropriate staff members.
Prerequisite: Acçeptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credit
Staff

Chem 721 Chemical Synthesis I
The tactics and strategy of accomplishing the synthesis of a chemical substance. Examples of organic and inorganic systems.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Chem 722 Chemical Synthesis II
The synthesis and characterization of a number of representative organic and inorganic compounds.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Chem 900 Master's Thesis
10 Credits Maximum
Hrs by Arrangement 1-10 Credits
Staff

Chem 925 Seminar I
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 1 Credit
Staff

Chem 926 Seminar II
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 1 Credit
Staff

ENGLISH GRADUATE PROGRAM

The Masters of Arts Degree Program in English is designed to serve three groups of students: those who intend later to study for the Ph.D.; those engaged in, or intending to pursue, careers in the teaching of English at the secondary level or two-year college level; and those who simply enjoy English and American Literature and wish to increase their understanding and enjoyment. Graduate enrollment is small. All graduate classes are offered during the late afternoon hours and are conducted as seminars, averaging from 6 to 10 students in each. The degree candidate may also propose a semester's unit of independent study and/or writing which, if approved, may substitute for one required semester course. All graduate courses carry five credits.

Degree Requirements: Requirements for the M.A. Degree in English include the satisfactory completion of six semester graduate-level courses (30 credits). The graduate student may enroll in two advanced undergraduate courses in English or related fields at UMB and substitute these two courses for one of the six graduate courses required for the degree. A student wishing to transfer credits earned elsewhere may petition for evaluation of such credits. Up to six (6) transfer credits may be accepted. The degree candidate must earn at least a 3.0 (B) cumulative average in courses taken for graduate credit at UMB.

The graduate student must demonstrate a reading knowledge of one foreign language, ancient or modern. The reading knowledge may be demonstrated either by achieving a score of 575 or better on the ETS Graduate School Foreign Language Test (GSFLT administered from Princeton, N.J.), or by earning an A or B in an advanced undergraduate foreign literature course (400 level) at UMB in which works will be read in the original foreign language. The language requirement will also be fulfilled if the student has earned an A or B in such a course as an undergraduate at UMB, or (by petition) in a course at an equivalent level elsewhere. Students who plan a career limited to secondary-school teaching, and who have no intention of later proceeding to the Ph.D., may petition for the waiver of the foreign language requirement. Waiver will also be granted to students whose command of an approved foreign language is so obvious as to make further examination or course requirement superfluous.

Admission to the Program: The Committee will offer admission to the program to those applicants who present evidence of their ability to do graduate work with distinction. Such evidence will include: (1) a distinguished undergraduate transcript with, generally, at least an average of B or 3.0 in undergraduate English courses; (2) at least three encouraging and informed letters of recommendation from the applicant's undergraduate teachers (in English or related fields) or from others competent to comment on the applicant's academic qualifications; (3) a statement by the applicant (of 800 to 1200 words) of his major interests in the advanced study of English. While not required, the submission of Graduate Record Examination Aptitude scores (Verbal and Mathematical) is highly recommended. For further information and for application forms, please write to the Director of Graduate Studies in English, English Department, University of Massachusetts at Boston, Boston, Massachusetts 02125.

SEMINARS SCHEDULED FOR 1974-75
Fall, 1974

En 706 Modern American Poetry
Studies in the poetry and selected prose of Robert Frost, E.A. Robinson, Robert Lowell, and Alan Tate, with complementary readings in other modern American poets.

5 Credits

Mr. Ryan

En 720 Chaucer
A study of Chaucer's major work in the Middle English. Special attention to such considerations as Chaucer's poetic development, his relations to his sources, Medieval literary theory, and the social, political, and religious backgrounds.

5 Credits

Ms. McAlpine

En 776 Studies in Criticism
Study of the nature and function of literature, the terms and methods of analysis and evaluation of literature, and the various approaches possible in the criticism of literature.

5 Credits

Mr. Marks

En 786 Literature and Society (19th century England)
A study of literature with special reference to its social and historical circumstances and of the theoretical questions raised by such a perspective. Authors to be studied include Austen, Cobbett, Gaskell, Dickens, Engels, Charlotte Brontë, and Lawrence.

5 Credits

Mr. Webb

Spring, 1975

En 704 Hawthorne and James
A study of the relationship between the fiction of Hawthorne and James, focusing on James's criticism of Hawthorne.

5 Credits

Mr. Katz

En 733 Augustan Satire
Study of the major Augustan satirists — Dryden, Swift, and Pope — with attention paid to the works of Rochester, Addison, Gay, and Fielding; consideration of the critical questions arising from the study of satire.

5 Credits

Mr. Blair

En 752 Modern British Fiction — Lawrence and Woolf
A comparative study of the major novels of D.H. Lawrence and Virginia Woolf with particular attention paid to the two writers' conception of the nature and function of the novel and to their relation to the literary contexts of the period, 1914-1940.

5 Credits

Mr. Lyons

En 767 Shakespeare
Shakespeare's idea of dramatic art as revealed in explorations of one of the following topics: the plays and their sources, theatrical self-consciousness, Shakespeare's language of the theater. Seminar papers will require the acquisition of familiarity with methods of research into the Shakespeare bibliography of criticism and scholarship. Because the seminar papers in addition will attempt to define, special attention will be accorded to the problems of formal definition. The seminar will assume that students will have had at least one course in Shakespeare's plays, but students with special interests in the seminar topics are invited to discuss with the instructor a waiver of this assumption.

5 Credits

Mr. Bluestone

MATHEMATICS GRADUATE PROGRAM

ACADEMIC REQUIREMENTS

At least 18 semester credit hours in undergraduate mathematics beyond the content of Differential and Integral Calculus are normally required of each candidate entering the Master's program. A one-year course in Modern Algebra and a one-year course in Advanced Calculus would be desirable.

To earn a Master's degree in Mathematics, a student must:

1. Pass 10 courses, at least 6 of which must be in courses numbered 700 or above, and which must include the courses 711 (Modern Algebra 1), 721 (Complex Variables 1), 723 (Real Variables 1), and 725 (General Topology) or their equivalent. No more than 3 of the 10 courses counted toward the Master's degree may be taken outside the Department, and they must be graduate courses and 2 must be math-related.
2. Pass the Master's Written Qualifying Exam. This exam consists of two parts each of which lasts two hours, one part covering algebra and topology, and the other, analysis. Knowledge of the material through the level of 711, 721, 723, and 725 should be sufficient to enable the student to pass the exam.

   While the student ordinarily works out his program in consultation with his advisor, the ultimate responsibility rests with the student. A Master's candidate who has not completed the requirements for the Master's degree at the end of his second year will not be permitted to enroll further in the Department.

COURSES OFFERED IN THE GRADUATE PROGRAM

Math 711, 712 Introduction to Modern Algebra
Math 721, 722 Theory of Functions of a Complete Variable
Math 723, 724 Theory of Functions of a Real Variable
Math 725, 726 Topology
Math 727, 728 Stochastic Processes
Math 789, 790 Special Topics

Math 711 Introduction to Modern Algebra I
Groups, rings, algebras, fields, modules. Linear transformations, matrices, tensor products. Homological algebra.
Prerequisite: Math 351 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 712 Introduction to Modern Algebra II
Groups, rings, algebras, fields, modules. Linear transformations, matrices, tensor products. Homological algebra.
3 Lect Hrs 3 Credits
Staff

Math 721 Theory of Functions of a Complex Variable I
Linear transformations of a complex variable. Power series and elementary functions. Holomorphic functions and Cauchy's Theorem. Theory of Residues, isolated singularities. Conformal mappings. Entire and meromorphic functions and their representations by means of products and partial fractions. Elliptic functions. Analytic continuation and Riemann surfaces. Algebraic functions.
Prerequisite: Math 351 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 722 Theory of Functions of a Complex Variable II
Linear transformations of a complex variable. Power series and elementary functions. Holomorphic functions and Cauchy's Theorem. Theory of Residues, isolated singularities. Conformal mappings. Entire and meromorphic functions and their representations by means of products and partial fractions. Elliptic functions. Analytic continuation and Riemann surfaces. Algebraic functions.
Prerequisite: Math 351 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 723 Theory of Functions of a Real Variable I
The real number system, Lebesque Measure and the Lebesque Integral, differentiation, the classical Banach Spaces, general measure, and the Integration Theory.
Prerequisite: Math 351 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 724 Theory of Functions of a Real Variable II
The real number system, Lebesque Measure and the Lebesque Integral, differentiation, the classical Banach Spaces, general measure, and the Integration Theory.
Prerequisite: Math 351 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 725 Topology I
A graduate course in general topology including: topological spaces, classification, separation properties, cartesian products, mappings and continuity, connectedness, general convergence, compactness, function spaces. Introduction to Homotopy Theory. Algebraic topology.
3 Lect Hrs 3 Credits
Staff

Math 726 Topology II
A graduate course in general topology including: topological spaces, classification, separation properties, cartesian products, mappings and continuity, connectedness, general confergence, compactness, function spaces. Introduction to Homotopy Theory. Algebraic topology.
3 Lect Hrs 3 Credits
Staff

Math 727 Stochastic Processes I
Probability spaces, measures, random variables. Various modes of convergence, laws of large numbers and of the iterated logarithm. Central limit theorem, conditioning, martingales
3 Lect Hrs 3 Credits
Staff

Math 728 Stochastic Processes II
Processes with independent increments, Markov chains, stationary processes, continuous parameter Markov chains, diffusion processes, sample paths, separability, semigroups, boundaries.
3 Lect Hrs 3 Credits
Staff

Faculty of Resident Instructors 1973-1974

Rose Abendstern, B.A. (Hunter College), M.A., Ph.D. (Bryn Mawr College), Assistant Professor of French.

Feroz Ahmad, B.A. (St. Stephen's College, Delhi University), M.A., Ph.D. (London University), Associate Professor of History.

L. Ricardo Alonso, Lcdo. en D. Administrativo Lcdo. en D. Diplomatico, Doctor en Derecho, Doctor en Ciencias Sociales, (Universidad de la Habana), Associate Professor of Spanish.

Nina A. Alonso, B.S. (Simmons College) M.A., Ph.D. (Brandeis University), Assistant Professor, College III.

Joseph S. Alper, B.A. (Harvard College), Ph.D. (Yale University), Assistant Professor of Chemistry.

Hatimali Amiji, B.A. (University of London), M.A. (Princeton University), Lecturer in History.

Martin Andic, M.A. (Dartmouth College), M.A., Ph.D. (Princeton University), Assistant Professor of Philosophy.

Anita Anger, B.A. (Carleton College), M.A. (Radcliffe College), Part-time Lecturer in English.

J.-P. Anselme, B.A. (St. Martial College), B.S. (Fordham University), Ph.D. (Polytechnic Institute of Brooklyn), Professor of Chemistry.

Antonio Antelo, Docteur en Filosofia Letras, Historio, (Universidad de Madrid), Visiting Professor of Spanish.

Marvin M. Antonoff, B.S., M.A. (New York University), Ph.D. (Cornell University), Associate Professor of Physics.

Renee M. Arb, B.S., M.A., Ph.D. (Radcliffe College), Associate Professor of Art.

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Barbara Ayres, B.A. (Coe College), M.A. (University of North Carolina), Ph.D. (Harvard-Radcliffe), Associate Professor of Anthropology.

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Donald Babcock, B.S. (U.S. Naval Academy), M.A., Ph.D. (Stanford University), Associate Professor of English.

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Thomas A. Belote, B.A., M.A., Ph.D. (Rice University), Lecturer in Physics.

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Janice L. Bolaffi, B.A. (Brandeis University), M.A. (Boston University), Lecturer in Biology.

Ethan Bolker, A.B. (Harvard College), A.M., Ph.D. (Harvard University), Professor of Mathematics.

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Paul Bookbinder, B.A. (Queen's College), M.A. (Northeastern University), Ph.D. (Brandeis University), Assistant Professor of History.

Charles Bowen, B.A. (University of Notre Dame), M.A. (Yale University), Ph.D. (Harvard University), Assistant Professor of English.

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Francis L. Broderick, B.A. (Princeton University), M.A., Ph.D. (Harvard University), Commonwealth Professor.

James H. Broderick, B.A. (Harvard College), M.A. (University of Chicago), Ph.D. (Harvard University), Professor of English.

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Howard Cohen, B.A., M.A., Ph.D. (Harvard University), Assistant Professor of Philosophy.

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Lynn F. Dhority, B.A. (University of Colorado), Ph.D. (Harvard University), Associate Professor of German.

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John Dickinson, Ph.D. (University of Marburg), Associate Professor of Sociology.

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Albert J. Divver, B.A. (Boston College), M.A., Ph.D. (University of Michigan), Assistant Professor of English.

Kevork Donabedian, B.A. (American College of Aleppo-Syria, College of Preceptors, London), M.A. (St. Andrews, London), Ph.D. (International Protestant University, London), Lecturer in Armenian.

Richard Dowall, B.S. (Eastern New Mexico University-Portales), M.Ed. (Bucknell University), Ed.D. (Boston University), Part-time Lecturer in Psychology.

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Robert R. Evans, B.A. (Harvard University), Ph.D. (Brandeis University), Associate Professor of Theatre Arts.

Marion Faber, B.A., M.A. (University of California), Ph.D. (Harvard University), Assistant Professor of German.

Paul Faler, B.A. (Southern Methodist University), M.A., Ph.D. (University of Wisconsin), Assistant Professor of History.

So-Fei Fang, B.S. (National Taiwan University), Ph.D. (University of Pennsylvania), Assistant Professor of Mathematics.

Peter T. Farago, B.S. (Manhattan College), M.A. (Boston University), Instructor in Physics.

Lynn Fasten, B.A., M.A. (Pennsylvania State University), Part-time Lecturer in English.

Golamreza Fazel, B.A. (California State College, Long Beach), M.A., Ph.D. (University of California, Berkeley), Assistant Professor of Anthropology.

Harriet Feinberg, A.B. (University of Pennsylvania), A.M. (Columbia University), Ed.D. (Harvard University), Assistant Professor of English.

Michael Feldberg, B.A. (Cornell University), M.A., Ph.D. (University of Rochester), Assistant Professor of History.

Carol Feldman, B.A. (City College of New York), M.A. (Boston University), M.A. (Boston College), Instructor in Psychology.

Alfred Ferguson, B.A. (College of Wooster), M.A., Ph.D. (Yale University), Professor of English.

Mary Anne Ferguson, B.A., M.A. (Duke University), Ph.D. (Ohio State University), Associate Professor of English.

Richard Ferland, B.A. (Assumption College), M.A. (Harvard University), Instructor in French.

Keitha Fine, B.A. (Barnard College), M.A. (George Washington University), Part-time Instructor in Politics.

Philip Finkelpearl, B.A. (Princeton University), M.A., Ph.D. (Harvard University), Professor of English.

Harry Finkelstein, B.S., M.A. (Temple University), M.S.W. (University of Michigan), Instructor in Sociology.

James Fisher, B.A. (Milligan College), S.T.B. (Harvard Divinity), Part-time Lecturer in the Study of Religion.

Ellen Fitzgerald, B.A. (College of the University of Chicago), M.A. (Boston University), Ph.D. (Harvard University), Part-time Lecturer in Sociology.

Kenneth Ford, B.A. (Harvard College), Ph.D. (Princeton University), Professor of Physics.

Clive Foss, B.A. (Harvard College), M.A., Ph.D. (Harvard University), Assistant Professor of History.

Badi Foster, B.A. (University of Denver), M.A., Ph.D. (Princeton University), Assistant Professor, College III.

Stephen A. Frank, B.F.A. (Ohio University), M.F.A. (Rhode Island School of Design), Part-time Lecturer in Art.

Kenneth Frederick, B.A., M.A., Ph.D. (University of Michigan), Associate Professor of English.

John A. Freeberg, B.A. (Harvard College), M.A., Ph.D. (Harvard University), Associate Professor of Biology.

Phyllis K. Freeman, B.A. (State University of New York, Old Westbury), Part-time Lecturer, College III.

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